

RUTGERS

School of Social Work

Center on Violence against
Women and Children

#WESPEAK Student Experiences, Attitudes, and Beliefs About Sexual Violence

Results of the Rutgers University–Newark Campus Climate Assessment

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"...because victims need sexual assault needs to be heard" "...because everyone" "...because I have son" "...because we can't fix it" "...because this is not our problem" "...because I want to help, not blame" "...because we can't win that cash money" "...because we can't take a few minutes to say" "...because I'm not alone" "...because it affects all of us" "...because we can't make a difference" "...because I want to help" "...because campus should be safe" "...because my girlfriend" "...because men can't be it's the right thing" "...because it's about speaking up for victims." "...because it's the only way to change" "...because victims need sexual assault needs to be heard" "...because everyone" "...because



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INTRODUCTION

Note: This document addresses the sensitive topic of sexual violence and might be difficult for some readers. Please see the section “[For More Information](#)” at the end of this report for sexual violence resources.

The issue of campus sexual violence has gained growing attention as a major problem at colleges and universities throughout the country. Addressing the problem of campus sexual violence has emerged as a national priority, evidenced by the creation of The White House Task Force to Protect Students from Sexual Assault (hereinafter The White House Task Force) and the release of its report, *Not Alone*, in 2014. The White House Task Force and the U.S. Department of Justice’s Office on Violence Against Women (OVW) invited the Rutgers School of Social Work’s Center on Violence Against Women and Children (VAWC) to pilot a campus climate survey developed by OVW regarding students’ experiences, behaviors, and attitudes related to sexual violence. In 2014-2015, VAWC piloted the survey as a part of a comprehensive campus climate assessment on the Rutgers–New Brunswick campus that also included a resource and policy audit and focus groups. After completing this process, VAWC made improvements to the assessment tools. In 2015, VAWC further revised and tailored the assessment tools for Rutgers University–Newark, with the extensive help of the Rutgers–Newark campus climate Advisory Board, which is comprised of key stakeholders from Newark’s campus. This report focuses on the findings for the Rutgers–Newark campus climate assessment.

The Rutgers–Newark campus climate assessment, called *#WeSpeak*, was conducted in 2015-2016 and mirrored the process of the Rutgers–New Brunswick campus climate assessment. This included three main components: a resource and policy scan, a campus climate survey, and focus groups.

This report presents descriptive analyses of the main components of the campus climate assessment in four parts:

Part I: An executive summary complete with an integrated look at the survey and focus group key findings and implications;

Part II: *#WeSpeak* survey findings;

Part III: Focus group findings;

Part IV: Conclusion.

PART I: EXECUTIVE SUMMARY

The #WeSpeak campus climate assessment conducted at Rutgers–Newark yielded a tremendous amount of rich information about the experiences, attitudes, beliefs, and behaviors of students related to the campus climate regarding sexual violence.¹ Making sense of such a wealth of both quantitative and qualitative information is a lengthy process, and it will continue well beyond the submission of this report. However, the key findings emerging from analysis thus far include the following:

Key Finding #1

Students at Rutgers–Newark experienced unwanted sexual contact at rates similar to students at other universities. Additionally, the experience of sexual violence is common among students before they even begin college.

Sexual violence remains a problem at large, but certain segments of the student population are at higher risk. The risk for women living on campus is greater, with 13 percent of this population experiencing unwanted sexual contact during their time at Rutgers–Newark. Additionally, many undergraduate women (19 percent) came to campus having experienced sexual violence before college. Finally, students who identified as not being 100 percent heterosexual, compared to 100 percent heterosexual students, are at higher risk of being victims² of sexual violence both before and at Rutgers.³

Implication: The victimization statistics at Rutgers–Newark are similar to colleges and universities around the country,^{4,5} indicating that undergraduate women are at greater risk as well as lesbian, gay, and bisexual (LGB) students. Particular attention and efforts should be directed at students living on campus. Many students coming into Rutgers have already experienced sexual victimization and may continue to need services once on campus. LGB students face increased rates of victimization both before

¹ On the campus climate survey administered on Rutgers–Newark campus, students were asked about experiences of “unwanted sexual contact.” Throughout this report, the term “unwanted sexual contact” will be used as well as the term “sexual violence” when referring to the various forms of unwanted sexual contact.

² Both the terms “victim” and “survivor” are used in this report, as each individual who experiences sexual violence may identify differently throughout the recovery process.

³ This is in line with research that indicates that lesbian, gay, and bisexual populations are at an elevated risk of sexual victimization throughout their lifetimes. For a systematic review of the literature on the sexual victimization of lesbian, gay, and bisexual individuals in the United States, see Rothman, E., Exner, D., & Baughman, A. (2011). The Prevalence of Sexual Assault Against People Who Identify as Gay, Lesbian, or Bisexual in the United States: A Systematic Review. *Trauma Violence & Abuse, 12*(2), 55-66.

⁴ A survey of 27 American Association Universities (AAU) found that 11.7 percent of student respondents reported experiencing nonconsensual sexual contact since they enrolled in college, and incidence among all undergraduate women was 23.2 percent. See David Cantor et al., Report on the AAU Climate Survey on Sexual Assault and Sexual Misconduct. The Association of American Universities, 2015.

⁵ A survey of nine universities found that the average prevalence rate for sexual assault since entering college for undergraduate women was 21 percent, with rates varying from 12 percent to 38 percent across the schools for undergraduate women. See Christopher Krebs, Ph.D., Christine Lindquist, Marcus Berzofsky, Bonnie E. Shook-Sa, M.A.S., Kimberly Peterson, RTI International, Michael G. Planty, Ph.D., Lynn Langton, Ph.D., Jessica Stroop, Bureau of Justice Statistics, January 20, 2016: NCJ 249545.

attending college and once on campus. These students may benefit from increased, tailored programming and outreach.

Key Finding #2

Most sexual violence was perpetrated by someone known to the survivor, occurred in a residence, and often in a context with alcohol. Many incidents of sexual violence occurred within a context familiar to the sexual violence survivor.

Most sexual violence occurred in a context that was familiar to students — in a residence, perpetrated by someone known to the victim, and often while using alcohol. Alcohol and parties in particular were identified by students in focus groups as main factors that they perceived as facilitating sexual violence among students. The majority of the time (72 percent) sexual violence was perpetrated by someone known to the victim. The context of sexual violence at Rutgers–Newark was different than what is commonly perceived (i.e., sexual violence is perpetrated by strangers on the street).

Implication: Prevention strategies meant to reduce risk to victim (e.g., tips to avoiding walking alone) might not be appropriate. Prevention programs should work to stop sexual violence in the context under which it most frequently occurs, and limit strategies that focus solely on victims’ risk reduction.

Key Finding #3

Students were confident that Rutgers–Newark as an institution will respond appropriately to sexual violence.

Students reported higher than average scores on a scale measuring students’ confidence in the institution’s ability to handle incidents of sexual violence. At the same time, students’ own peers received an average rating of confidence.

Implication: The campus might wish to consider methods of educating peers on appropriate ways to provide support for victims of sexual violence as perceived supportiveness of peers was rated as average. Rutgers–Newark can also build upon students’ confidence in the institution by continuing to provide information about the resources made available by the university.

Key Finding #4

Most survivors of sexual violence told someone, often a peer, about the incident.

Just under ten percent of students have had a friend disclose an experience of sexual violence to them. Furthermore, most survivors of sexual violence (80 percent of all undergraduate survivors) told someone, most often a friend, about the incident.

Implication: The campus may wish to provide information for students on how to connect survivors of sexual violence to suitable resources and how to provide support to a peer who has experienced sexual violence as support is key in survivors' recovery from the incident.

Key Finding #5

Students generally had low awareness and utilization of resources at Rutgers–Newark to address sexual violence.

Students at Rutgers–Newark reported low awareness of campus-based resources related to sexual violence. One in three students had heard of the “We R the Ones” campaign (an ongoing campaign at Rutgers–Newark that encourages students to be prosocial bystanders in order to create a healthy, safe community). In particular, campus prevention programs and resources for survivors were not well known. Relatedly, many survivors of sexual violence did not access or use campus-based resources after experiencing unwanted sexual contact.

Implication: Most sexual violence survivors in the current study did not access sexual violence resources provided through the university. Programming on sexual violence that focuses on identifying and accessing resources may be advantageous.

Key Finding #6

Students expressed the belief that sexual violence is an issue on campus and wanted to learn more about this issue.

Nearly half of students who took the survey reported wanting to learn more about sexual violence. Relatedly, students' scores on the Bystander Attitudes scales indicate that many students intend to step in to prevent incidents of sexual violence from occurring. However focus group participants discussed multiple barriers to intervening, which included physical safety concerns, concern about damaging friendships, and/or uncertainty about the situation.

Implication: Bystander intervention training can help students act on their inclination to help fellow students through understanding suitable and safe methods of intervening in incidents of sexual violence.

These findings begin to illuminate some of the ways Rutgers–Newark can build on its strengths as it continues to develop the university response to sexual violence and enhance the campus climate.

PART II: SURVEY FINDINGS

The *#WeSpeak* survey, as it was named by the Newark campus, was designed to capture information about:

- the scope and nature of unwanted sexual contact among students;
- use of campus resources among victims of sexual violence;
- knowledge and awareness of campus resources; and
- opinions and beliefs about how the university and its students would respond following incidents of sexual violence.

For assessing victimization, six survey items asked respondents about whether or not they experienced different types of unwanted sexual contact; if they endorsed one or more of these items, they were categorized as having experienced sexual violence.

All students at Rutgers–Newark were invited to take the online campus climate survey. A broad outreach campaign, including print materials, social media, and direct communications publicized the survey (see the [Appendix A](#) for detailed methods).

- Over three weeks, 2,263 –20 percent of all students invited to participate—accessed the *#WeSpeak* survey.
- Four out of every five survey respondents (79 percent) were undergraduates.
- Of the students who took the survey, 63 percent identified as women, 36 percent identified as men, and less than 1 percent identified as transgender or another gender.

SURVEY SAMPLE

Tables 1 and 2 present demographic information describing all *#WeSpeak* survey respondents. Survey demographic data are presented as a whole for all participants (“All”) as well as by graduate and undergraduate status.

Table 1. Survey Participant Demographics

	All (n=1,851)		Graduate Students (n=393)		Undergraduates (n=1,458)	
	n	%	n	%	n	%
Age						
18	208	11	-	-	208	14*
19	265	14	-	-	265	18
20	229	12	-	-	229	16
21	216	12	-	-	216	15
22-23	296	16	72	18	224	15
24-25	159	9	79	20	80	6
26-30	256	14	140	36	116	8
31 or older	222	12	102	26	120	8
<i>Missing</i>	-	-	-	-	-	-
Class (Undergraduates Only)						
First-year					312	21

	All (n=1,851)		Graduate Students (n=393)		Undergraduates (n=1,458)	
	n	%	n	%	n	%
Sophomore					256	18
Junior					411	28
Senior					454	31
<i>Missing</i>					25	2
Gender Identity						
Male	663	36*	162	41*	501	34*
Female	1,172	63	226	58	946	65
Transgender Male	5	<1	NR	1	NR	<1
Transgender Female	NR	<1	-	-	NR	<1
Other	6	<1	NR	<1	NR	<1
<i>Missing</i>	NR	<1	NR	<1	NR	<1
Sexual Orientation						
100% Heterosexual/Straight	1,495	81*	310	79*	1,185	81*
Not 100% Heterosexual/Straight	347	19	81	21	266	18
<i>Missing</i>	9	<1	NR	<1	7	1
Disability Status						
No	1,723	93*	367	93	1,356	93
Yes	113	6	23	6	90	6
<i>Missing</i>	15	<1	NR	<1	12	<1
Disability Type						
Physical	31	2	6	2	25	2
Cognitive/psychiatric	48	3	9	2	39	3
Sensory	14	<1	NR	1	10	<1
Developmental	NR	<1	-	-	NR	<1
Other	NR	<1	-	-	NR	<1
Race/Ethnicity						
African American	352	19*	44	11	308	21*
American Indian	NR	<1	-	-	NR	<1
Asian American	415	22	110	28	305	21
Hispanic	460	25	34	9	426	29
White	493	27	157	40	336	23
Other	130	7	48	12	82	6
<i>Missing</i>	-	-	-	-	-	-
Religious Beliefs						
Agnostic	171	9*	53	14*	118	8*
No religion/Atheist	247	13	82	21	165	11
Baptist	61	3	8	2	53	4
Buddhist	29	2	8	2	21	1
Catholic	455	25	74	19	381	26
Christian	425	23	71	18	354	24
Episcopalian/Anglican	7	<1	NR	1	NR	<1
Hindu	143	8	41	10	102	7
Jewish	26	1	14	4	12	<1
Muslim	166	9	15	4	151	10
Protestant	21	1	NR	1	17	1

	All (n=1,851)		Graduate Students (n=393)		Undergraduates (n=1,458)	
	n	%	n	%	n	%
Other	92	5	18	5	74	5
<i>Missing</i>	8	<1	NR	<1	7	1
Religiosity						
Very Important	438	24	70	18*	368	25
Important	375	20	61	16	314	22
Moderately Important	339	18	66	17	273	19
Slightly Important	292	16	66	17	226	16
Not Important	393	21	129	33	264	18
<i>Missing</i>	14	<1	NR	<1	13	<1
Athlete						
No	1,777	96*	391	100*	1,386	95
Yes	65	4	NR	<1	64	4
<i>Missing</i>	9	<1	NR	<1	8	<1
Fraternity or Sorority Member						
No	1,755	95	364	93	1,391	95
Yes	82	4	24	6	58	4
<i>Missing</i>	14	<1	5	1	9	<1
Student Organization Member						
No	1,251	68	290	74	961	66*
Yes	589	32	100	25	489	34
<i>Missing</i>	11	<1	NR	<1	8	<1
Online Classes						
No	1,620	88*	345	88*	1,275	87
Yes	223	12	46	12	177	12
<i>Missing</i>	8	<1	NR	1	6	<1
Frequency of Online Classes⁺						
Most of my classes are online	NR	<1	NR	4	-	-
About half of my classes are online	9	4	NR	9	5	3*
A few of my classes are online	58	26	16	35	42	24
Only one class is online	152	68	23	50	129	73
<i>Missing</i>	NR	<1	NR	2	NR	<1
Campus Residence						
Off Campus	1,438	78*	347	88	1,096	75*
On Campus	401	22	43	11	358	25
<i>Missing</i>	7	<1	NR	<1	NR	<1
Primary Residence						
Rutgers Residence Hall	396	21*	43	11*	353	24*
Off-Campus Apartment/House	581	31	253	64	328	23
At Home with Parent(s)/Guardian(s)	857	46	93	24	764	52
Fraternity or Sorority House	5	<1	-	-	5	<1
Other	5	<1	NR	<1	NR	<1
<i>Missing</i>	7	<1	NR	<1	NR	<1

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

+ Percentages are of students who took classes online. Sample size for this question differs from other variables. All=223, Graduate=46 Undergraduate=177.

Table 2. Family Education Level

	All (n=1,851)		Graduate Students (n=393)		Undergraduates (n=1,458)	
	n	%	n	%	n	%
Highest Level of Parent/Guardian Education						
Elementary School	37	2*	NR	<1*	35	2*
Some High School - not a Graduate	84	5	10	3	74	5
High School Graduate	349	19	41	10	308	21
Some college or professional school	376	20	30	8	346	24
Professional School Certificate	44	2	5	1	39	3
AA/AS Achieved	149	8	9	2	140	10
BA/BS Achieved	424	23	136	35	288	20
Masters Achieved	275	15	123	31	152	10
PhD Achieved	53	3	23	6	30	2
I Don't Know	21	1	NR	<1	18	1
N/A	27	2	8	2	19	1
Other	5	<1	NR	<1	NR	<1
<i>Missing</i>	7	<1	NR	<1	5	<1
First Person in Family to Attend College						
No	1,382	75*	316	80	1,066	73*
Yes	460	25	75	19	385	26
<i>Missing</i>	9	<1	NR	<1	7	<1

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

Representativeness of Survey Sample

Students who participated in the #WeSpeak survey comprised a diverse set, with representation from all major demographic groups. Chi-square analysis indicates that the final analytic sample was not perfectly statistically representative of the student population (i.e. female students are overrepresented). However, group percentages in the sample were fairly similar to those in the population in most categories (i.e. ethnicity).

RESULTS

The results of the entire #WeSpeak survey administered to all students at Rutgers–Newark appear below. The findings presented in this section of the report appear approximately in the order the questions were displayed in the survey.

PERCEPTIONS OF THE CAMPUS CLIMATE

The #WeSpeak survey included several scales that measured students’ perceptions of the campus climate at Rutgers–Newark in general and in regard to sexual violence in particular. These scales included measures of sense of community, perceptions of how the university responds to nonspecific crisis incidents and sexual violence, and perceptions of how supportive students believe their peers are in cases of sexual violence.

Sense of Community

The extent to which students feel that they belong and are valued as members of the Rutgers–Newark community is an important facet of the campus climate. Therefore, a widely used Brief Sense of Community scale⁶ was adapted and used in the Rutgers–Newark survey. Along with total sense of community scores, the scale calculated four subscale scores reflecting: the degree to which students feel their needs are met (Needs Fulfillment), feelings of belonging (Group Membership), ability to effect change (Influence), and emotional connection to the community (Emotional Connection). Researchers made modifications to the wording of the scale’s items, specifying that the community in question was the Rutgers–Newark campus.

Table 3, as well as several tables in subsequent sections, show results for four groups of respondents who took the survey: all respondents, graduate students, undergraduates, and undergraduate women. *Subgroup analysis for undergraduate women was conducted because members of this group are consistently shown to have a disproportionately high risk of experiencing sexual violence. Men can, however, experience sexual violence too, and members of other groups also have elevated risk.*

As illustrated in Table 3, among all four of the groups presented, students’ sense of community at Rutgers–Newark was generally moderate. Individual item responses (not shown), subscale scores, and total scores all reflected a limited sense of community. Among graduate students, the mean scores on all subscales and the total sense of community scale were lower, indicating these students feel less connected to the campus at Rutgers–Newark than other students. It should be noted that there is a great deal of diversity in students’ involvement in campus life. For instance, many Rutgers–Newark students (78 percent) live off-campus; their engagement in the community could reasonably be expected to be less than those students living on-campus. Indeed, students living off-campus were found to have statically lower mean scores on the Sense of Community scale compared to students living on-campus.⁷ The moderate sense of community reported here, therefore, may be capturing some of this diversity in the student body.

In the follow-up focus groups, students were asked about their connection to the campus. Many students reported feeling connected to Rutgers–Newark through their involvement in various student organizations and through participation in on-campus activities. Focus group students who were commuters and noted that they come to campus to solely attend class, and/or did not report involvement in student organizations on campus, were more likely to describe that they felt “disconnected” from the school.

Table 3. Sense of Community Scale: Subscale and Total Score: Means (Standard Deviations)

	Needs Fulfillment	Group Membership	Influence	Emotional Connection	Total
All	3.57 (0.84)	3.58 (0.90)	3.47 (0.80)	3.51 (0.91)	3.53 (0.77)

⁶ Peterson, N.A., Speer, P.W. & McMillan, D. (2008). Validation of a brief sense of community scale: Confirmation of the principal theory of sense of community. *Journal of Community Psychology*, 36, 61-73.

⁷ A one-way analysis of variance (ANOVA) was conducted for the total sample for students living on and off campus on mean Sense of Community scores.

	Needs Fulfillment	Group Membership	Influence	Emotional Connection	Total
Graduate Students	3.39 (0.82)	3.41 (0.89)	3.31 (0.76)	3.35 (0.89)	3.37 (0.74)
Undergraduates	3.62 (0.83)	3.62 (0.90)	3.51 (0.81)	3.55 (0.91)	3.57 (0.77)
Undergraduate Women	3.61 (0.82)	3.60 (0.90)	3.47 (0.80)	3.51 (0.91)	3.55 (0.76)

Note: all means and standard deviations have been calculated using only those students who had no missing values on any scale items.

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Cronbach's Alpha for complete scale: All = .92; Graduate Students = .91; Undergraduates = .92; Undergraduate Women = .92

Perceived University Responsiveness

The campus climate regarding sexual violence is significantly influenced by how students perceive the university's responsiveness in general and in the wake of incidents of sexual violence. The *#WeSpeak* survey contained two scales to assess university responsiveness, both of which were included in the *Not Alone toolkit*. Table 4 displays responses regarding how students think the university would respond to crises or other unspecified serious events,⁸ and Table 5 shows how students believed the university would handle a report of sexual violence.⁹ Both scales demonstrated high reliability in the sample.

Students were moderately confident that Rutgers–Newark would handle a crisis (not necessarily related to sexual violence) swiftly, fairly, and appropriately (Table 4). Nearly half (46 percent) of respondents indicated that they “Agree[d]” or “Strongly Agree[d]” that the university would handle a crisis well. Graduate students had the least confidence that Rutgers would handle a crisis well, as indicated by the mean score (Table 4).

When asked in the survey about Rutgers–Newark's actions following a report of sexual violence, students gave the university positive marks (Table 5). Respondents generally indicated feeling confident that the school would take the report seriously, protect the person making the report, and handle the report fairly. The mean scores on three questions (first three questions on Table 5) for the total sample were over 4.00, indicating strong positive perceptions of the university in these areas. Graduate students had the lowest average (mean) score on this scale.

During the focus groups, participants' perceptions of Rutgers–Newark's response to sexual violence was mixed. Some participants noted that the university has taken a proactive approach, especially more recently, to addressing sexual violence on campus, but that on-campus resources were limited.

Table 4. Perceived University Responsiveness to Crises or Other Unspecified Incidents: Distribution of Scores (%) and Means (Standard Deviations)

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
If a crisis happened at RU–Newark, the university would handle it well.							
All	4	9	30	36	10	11	3.46 (0.96)

⁸ Adapted from Sulkowski, M. (2011). An investigation of students' willingness to report threats of violence in campus communities. *Psychology of Violence, 1*, 53-65.

⁹ Adapted from Defense Equal Opportunity Management Institute. (2014). DEOMI Organizational Climate Survey. Retrieved from: http://deocs.net/docdownloads/sampledeocs_2014jan.pdf.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
Graduate Students	6	11	26	38	8	11	3.37 (1.02)
Undergraduates	3	8	31	36	11	11	3.49 (0.95)
Undergraduate Women	3	8	30	36	11	12	3.50 (0.95)
The university responds rapidly in difficult situations.							
All	4	9	33	34	9	11	3.41 (0.95)
Graduate Students	4*	12	34	33	7	11	3.29 (0.95)
Undergraduates	3*	8	33	34	10	11	3.44 (0.94)
Undergraduate Women	4	8	34	33	10	11	3.42 (0.95)
University officials handle incidents in a fair and responsible manner.							
All	3*	6	34	36	9	11	3.48 (0.89)
Graduate Students	4	7	36	36	6	11	3.38 (0.89)
Undergraduates	3*	6	34	36	10	12	3.50 (0.89)
Undergraduate Women	3*	6	34	36	10	12	3.49 (0.90)
RU–Newark does enough to protect the safety of students.							
All	5*	16	27	32	10	11	3.28 (1.06)
Graduate Students	7	19	23	34	6	11	3.17 (1.07)
Undergraduates	5	15	27	32	10	11	3.31 (1.05)
Undergraduate Women	6	16	27	30	10	11	3.26 (1.08)
Average Perceived University Responsiveness							
All						11	3.40 (0.83)
Graduate Students						11	3.30 (0.84)
Undergraduates						11	3.43 (0.82)
Undergraduate Women						11	3.41 (0.83)

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Cronbach's Alpha: All = .87; Graduate Students = .88; Undergraduates = .87; Undergraduate Women = .87

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Table 5. Perceived University Responsiveness to Individual Reporting Sexual Violence: Distribution of Scores (%) and Means (Standard Deviations)

	Very Unlikely (1)	Unlikely (2)	Neutral (3)	Likely (4)	Very Likely (5)	Missing	M (SD)
The university would take the report seriously.							
All	1*	4	16	39	30	11	4.05 (0.88)
Graduate Students	<1*	5	18	45	21	11	3.91 (0.81)
Undergraduates	1*	3	16	37	33	11	4.09 (0.89)
Undergraduate Women	1*	4	15	39	31	11	4.05 (0.90)
The university would maintain the privacy of the person making the report.							
All	1*	3	16	41	29	11	4.06 (0.84)
Graduate Students	<1*	4	17	49	19	11	3.93 (0.78)
Undergraduates	1	2	15	39	32	11	4.10 (0.85)
Undergraduate Women	1*	2	16	40	31	11	4.09 (0.84)
If requested by the victim, the university would forward the report to criminal investigators (for example the police).							
All	1*	3	17	38	31	11	4.05 (0.87)
Graduate Students	1	3	20	42	23	11	3.95 (0.82)

	Very Unlikely (1)	Unlikely (2)	Neutral (3)	Likely (4)	Very Likely (5)	Missing	M (SD)
Undergraduates	1	3	16	37	32	11	4.08 (0.88)
Undergraduate Women	2*	3	17	38	30	11	4.04 (0.90)
The university would take steps to protect the safety of the person making the report.							
All	1*	4	18	39	26	11	3.95 (0.91)
Graduate Students	1	4	23	43	18	11	3.83 (0.84)
Undergraduates	1*	5	17	39	28	11	3.98 (0.92)
Undergraduate Women	2*	5	17	40	26	11	3.94 (0.92)
The university would support the person making the report.							
All	1*	4	22	40	23	11	3.89 (0.88)
Graduate Students	1	5	24	43	16	11	3.75 (0.86)
Undergraduates	1	4	21	39	25	10	3.93 (0.88)
Undergraduate Women	1	4	22	39	23	11	3.89 (0.88)
The university would take action to address factors that may have led to the sexual assault.							
All	2*	5	20	40	23	11	3.86 (0.93)
Graduate Students	1	8	22	43	15	11	3.70 (0.90)
Undergraduates	2	5	19	39	25	10	3.91 (0.93)
Undergraduate Women	2*	5	20	39	24	11	3.86 (0.94)
The university would handle the report fairly.							
All	1*	5	21	42	21	11	3.86 (0.88)
Graduate Students	1	5	24	44	15	11	3.74 (0.83)
Undergraduates	1*	5	20	41	23	11	3.89 (0.89)
Undergraduate Women	1*	4	21	42	22	11	3.88 (0.88)
Average Perceived University Responsiveness							
All						10	3.96 (0.75)
Graduate Students						11	3.83 (0.69)
Undergraduates						10	3.99 (0.77)
Undergraduate Women						10	3.96 (0.77)

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Cronbach's Alpha: All = .93; Graduate Students = .92; Undergraduates = .94; Undergraduate Women = .94

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “.” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Perceived Student Supportiveness

Another important indicator of campus climate is students' perception of how their peers react when someone reports having been a victim/survivor of sexual violence.¹⁰ To gauge how supportive respondents think their fellow students are, a brief, three-item scale was included in the survey.¹¹ Although the items are negatively worded in this scale, responses were reverse-coded so that higher scores correspond with more positive views of student supportiveness.

¹⁰ Both the terms “victim” and “survivor” are used in this report, as each individual who experiences sexual violence might identify differently throughout the recovery process.

¹¹ Adapted from Defense Equal Opportunity Management Institute. (2014). DEOMI Organizational Climate Survey. Retrieved from: http://deocs.net/docdownloads/sampledeocs_2014jan.pdf.

Table 6 displays results for the perceived student supportiveness scale. While students had generally positive views about Rutgers–Newark’s institutional response to sexual violence, they had less confidence in their peers. Average scores for student supportiveness (Table 6) were lower than average scores for university responsiveness (Table 5).

The question with the lowest score mean was “The alleged offender(s) or their friends would try to get back at the person who made the report” indicating that students through it was likely that an alleged offender would try to retaliate again the victim.

In the focus groups, students who knew a victim of sexual assault noted that, many times, students received a negative reaction from peers when disclosing. A female student leader exemplified this by stating, “In the past I had experiences in which people say “Are you sure?” and start blaming/questioning the victim.”

Table 6. Perceived Student Supportiveness of Individual Reporting Sexual Violence: Distribution of Responses (%) and Means (Standard Deviations)¹²

	Very Likely (1)	Likely (2)	Neutral (3)	Unlikely (4)	Very Unlikely (5)	Missing	M (SD)
Students would label the person making the report a troublemaker.							
All	4*	13	24	30	19	11	3.53 (1.09)
Graduate Students	3	13	28	32	13	11	3.44 (1.02)
Undergraduates	4	13	23	30	20	10	2.56 (1.11)
Undergraduate Women	4	13	25	28	20	10	3.53 (1.11)
Students would have a hard time supporting the person who made the report.							
All	8	25	36	15	7	11	3.57 (1.04)
Graduate Students	6	28	37	14	5	12	3.48 (1.01)
Undergraduates	8	24	36	15	8	10	3.60 (1.05)
Undergraduate Women	8*	25	36	14	8	10	3.57 (1.06)
The alleged offender(s) or their friends would try to get back at the person who made the report.							
All	8*	21	25	21	15	11	2.87 (1.04)
Graduate Students	8*	25	26	20	11	11	2.81 (0.95)
Undergraduates	7	20	25	22	16	10	2.89 (1.06)
Undergraduate Women	8	19	25	21	16	11	2.88 (1.05)
Average Perceived Student Supportiveness							
All						10	3.33 (0.82)
Graduate Students						11	3.25 (0.81)
Undergraduates						10	3.35 (0.87)
Undergraduate Women						10	3.33 (0.88)

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Cronbach’s Alpha: All = .74; Graduate Students = .75; Undergraduates = .74; Undergraduate Women = .75

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

¹² Students were also asked if “The academic achievement of the person making the report would suffer.” This question is not included in this table or scale. The mean score on this question for the total sample was 3.16 (SD: 1.12). An additional question was added to the survey for Rutgers–Newark that stated, “The way a person is dressed affects the likelihood they will be raped.” This question is not included in Table 6 nor in the scale score. The mean score on this question for the total sample was 2.43 (SD: 1.04).

AWARENESS, EFFICACY, EXPOSURE

In order to estimate students' understanding of campus resources for sexual violence, the campus climate assessment measured the student body's awareness of resources, efficacy to seek assistance, and exposure to resources and information about sexual violence.

Awareness of Campus Services

Using a five-point, Likert-type scale, students were asked to rate their level of awareness of campus resources that address sexual violence from "Not at all Aware" to "Extremely Aware." The list of programs and offices was generated from the results of the resource audit conducted at Rutgers–Newark in the summer preceding the survey. Results, presented in Table 7, indicated that, while students' awareness of available services varied by entity, sexual violence resources were generally not widely known. Additional analysis examined awareness of resource for students who indicated that religion was "Not Important" or "Slightly Important" compared to students who indicated religion was "Moderately Important", "Important" or "Very Important."¹³ For the total sample, those students who indicated religion was "Moderately Important", "Important" or "Very Important" had statistically higher awareness of campus services (mean score) compared to students who indicated that religion was "not important" or "Slightly Important."

Students were most aware of the functions of the Rutgers–Newark website and the Counseling Center. Forty-three percent of respondents reported that they were "Very Aware" or "Extremely Aware" of the function of the Rutgers–Newark website; 36 percent provided those responses regarding the Counseling Center. The Health Services & Health Promotion Division had the next highest level of familiarity among students. Thirty-one percent of students were "Very Aware" or "Extremely Aware" of its function.

Students were less familiar with the sexual assault related services offered by the Sexual Assault & Interpersonal Violence Services, with only 16 percent of students being "Very Aware" or "Extremely Aware" of its function; 12 percent provided those responses regarding Confidential Victim Advocates. Only ten percent of students were "Very Aware" or "Extremely Aware" of UNITY Theatre, a creative and interactive theatre program under the Health Promotion Division that focuses on issues related to health and social justice, thus making it the campus resource that students were least familiar with.

Similarly in the focus groups, students had difficulty listing available resources on campus and only a few students in the focus groups knew another student who had accessed on-campus services and/or gone through the formal reporting process for sexual violence.

¹³ A one-way analysis of variance (ANOVA) was conducted for the total sample, graduate, undergraduate, and undergraduate female students' religiosity on mean awareness of campus resources scores. For graduate students the results were not significant, indicating the awareness of resources did not vary by religiosity.

Table 7. Awareness of Campus Resources: Distribution of Responses (%) and Means (Standard Deviations)

	Not at all aware (1)	Slightly aware (2)	Somewhat aware (3)	Very aware (4)	Extremely aware (5)	Missing	M (SD)
Counseling Center							
All	16	12	20	21	15	16	3.10 (1.36)
Graduate Students	22*	14	21	17	10	15	2.75 (1.36)
Undergraduates	14*	11	20	22	17	17	3.20 (1.34)
Undergraduate Women	13	12	19	22	17	17	3.23 (1.34)
Office of the Dean of Student Life							
All	23*	14	22	14	11	17	2.70 (1.36)
Graduate Students	28*	16	23	12	7	16	2.44 (1.29)
Undergraduates	22	13	22	14	12	17	2.77 (1.37)
Undergraduate Women	23*	15	21	14	11	17	2.69 (1.37)
Title IX Coordinator							
All	50	11	13	5	4	17	1.81 (1.16)
Graduate Students	52*	11	14	4	3	17	1.72 (1.08)
Undergraduates	50*	11	13	6	4	17	1.83 (1.18)
Undergraduate Women	50	11	13	5	4	17	1.80 (1.17)
UNITY Theatre							
All	52*	11	11	6	4	17	1.80 (1.21)
Graduate Students	62	9	9	3	1	16	1.46 (0.88)
Undergraduates	49	12	11	6	5	17	1.89 (1.26)
Undergraduate Women	49	11	11	7	5	17	1.89 (1.26)
Sexual Assault & Interpersonal Violence Services							
All	36	14	17	10	6	17	2.24 (1.32)
Graduate Students	46	14	14	8	3	15	1.92 (1.19)
Undergraduates	33	14	18	11	7	17	2.32 (1.34)
Undergraduate Women	35	14	17	10	6	18	2.25 (1.32)
Health Services & Health Promotion Division							
All	19*	12	22	18	13	17	2.91 (1.37)
Graduate Students	26*	15	22	16	6	15	2.55 (1.29)
Undergraduates	18	11	22	18	15	17	3.01 (1.38)
Undergraduate Women	17*	13	21	18	14	18	2.98 (1.37)
Confidential Victim Advocates							
All	46*	13	13	8	4	17	1.93 (1.22)
Graduate Students	53*	13	12	4	2	17	1.70 (1.07)
Undergraduates	44	13	14	8	4	17	1.99 (1.25)
Undergraduate Women	46*	12	13	8	4	18	1.95 (1.25)
Rutgers University–Newark Website (www.newark.rutgers.edu)							
All	15	10	16	21	22	16	3.29 (1.43)
Graduate Students	22	13	18	20	12	15	2.86 (1.40)
Undergraduates	13	9	16	21	24	17	3.41 (1.41)
Undergraduate Women	13	10	15	20	25	17	3.41 (1.42)
Paul Robeson Campus Center Website (robeson.rutgers.edu)							
All	25*	13	19	16	12	16	2.72 (1.42)
Graduate Students	37*	15	18	10	5	16	2.17 (1.26)

	Not at all aware (1)	Slightly aware (2)	Somewhat aware (3)	Very aware (4)	Extremely aware (5)	Missing	M (SD)
Undergraduates	21*	13	19	17	14	17	2.86 (1.42)
Undergraduate Women	22	14	18	15	14	17	2.83 (1.43)
Average Awareness of Resources							
All						16	2.51 (0.96)
Graduate Students						15	2.19 (0.89)
Undergraduates						16	2.60 (0.97)
Undergraduate Women						16	2.57 (0.96)

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Cronbach's Alpha: All = .89; Graduate Students = .89; Undergraduates = .89; Undergraduate Women = .88

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Efficacy

To gauge how confident students are in knowing what to do if they or a friend experienced an incident of sexual violence, survey participants were presented with three statements and a five-point, Likert-type response scale measuring agreement. Table 8 presents results for all respondents, graduates, undergraduates, and undergraduate women. For all items, most students fell in the middle range. The lowest scores were related to students' understanding of what happens after a report of sexual assault is made. Considering most students had limited knowledge about what to do and how Rutgers–Newark responds when sexual violence occurs, there is ample opportunity for educational efforts to increase student efficacy.

A majority of students within the focus groups had difficulty explaining on-campus policies regarding sexual violence, including how to report an incident of sexual violence on campus. This finding was consistent across all student populations that participated in the focus groups, including students involved in groups that received specialized training on sexual violence.

While these findings regarding student efficacy are similar to those found at other universities,¹⁴ this presents an opportunity for Rutgers–Newark to improve the way that information is conveyed about policies and resources on campus to all students, including those who are already receiving training on campus in order to increase the utilization of resources among student survivors.

Table 8. Agreement with Statements about Efficacy in the Event of Sexual Violence: Distribution of Responses (%) and Means (Standard Deviations)

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
If I or a friend experienced unwanted sexual contact, I would know where to go to get help on campus.							
All	8	21	12	28	17	14	3.28 (1.29)

¹⁴ In a study of 27 American Association Universities, only 11.4 percent of student respondents across all 27 schools reported that they are “Very” or “Extremely Knowledgeable” about what happens when a student makes a report of unwanted sexual contact. See David Cantor et al., Report on the AAU Climate Survey on Sexual Assault and Sexual Misconduct. The Association of American Universities, 2015.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Missing	M (SD)
Graduate Students	8	24	17	27	10	14	3.07 (1.20)
Undergraduates	8	20	11	28	19	14	3.33 (1.31)
Undergraduate Women	9	23	9	28	17	14	3.24 (1.32)
I understand what happens when a student reports a claim of sexual assault at Rutgers.							
All	10*	24	18	21	12	14	3.01 (1.25)
Graduate Students	10	28	20	20	8	14	2.86 (1.18)
Undergraduates	10	24	18	21	13	14	3.05 (1.26)
Undergraduate Women	11	26	18	20	11	14	2.95 (1.24)
If I or a friend experienced unwanted sexual contact, I know where to go to make a report of sexual assault.							
All	9	24	11	26	16	14	3.20 (1.31)
Graduate Students	9	27	14	26	10	14	3.01 (1.23)
Undergraduates	9	23	10	26	18	14	3.25 (1.33)
Undergraduate Women	10*	25	10	26	16	14	3.15 (1.33)

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Cronbach's alpha for these questions was not calculated as they have not been treated as a scale in previous published uses.

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

Exposure to Messages about Identifying, Preventing, and Responding to Sexual Violence

The survey presented students with a list of venues at Rutgers–Newark in which they might have received educational and informational messages about sexual violence, how they might prevent it, and what to do if a sexual assault occurs. Respondents could check “yes” or “no” to indicate whether they had been exposed to each message in the list.¹⁵ Tables 9 and 10 present results for all survey respondents, graduates, undergraduates, and undergraduate women.

Passive exposures, such as seeing posters or being exposed to definitions related to unwanted sexual contact were more common than active exposures like volunteering or taking a class to learn more about unwanted sexual contact. Seeing posters was most commonly reported, with almost half (48 percent) of students reporting this exposure. Almost one-third of students reported being exposed to written or verbal information from anyone at Rutgers–Newark regarding definitions related to unwanted sexual contact, such as sexual assault, sexual violence, or consent, or discussed the topic of unwanted sexual contact with a friend. Just over one-fourth of students reported that they have seen crime alerts about sexual violence (these are email messages delivered to students’ Rutgers email addresses following a report of a crime to the police, detailing the time, location, and nature of an incident). Table 10 shows that on average, in the survey, students reported about five exposures to messages about sexual violence. Some of the more common exposure types, like posters, are likely repeated many times in the course of a students’ time at Rutgers–Newark.

In the focus groups, orientation, particularly the UNITY Theatre performance at orientation, and the screening of *The Hunting Ground* were cited as the most common ways which students reported receiving information on sexual violence. A majority of students, however, were not

¹⁵ McMahon, S. (2014). Level of Exposure Scale. #iSPEAK: Rutgers Campus Climate Survey. Available at: http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx.

able to list any additional forms of prevention or awareness programming conducted at Rutgers–Newark.

Table 9. Level of Exposure Scale: Students Exposed to Messages about Sexual Violence (%)

	All (n=1,851)	Graduate Students (n=393)	Under- graduates (n=1,458)	Undergraduate Women (n=946)
Seen posters about unwanted sexual contact	48	46	48	49
Discussed the topic of unwanted sexual contact with a friend	31	30	32	35
Received written (i.e. brochures, emails) or verbal information (presentations, trainings) from anyone at Rutgers about the definition of unwanted sexual contact	31	23	32	33
Received written (i.e. brochures, emails) or verbal information (presentations, trainings) from anyone at Rutgers about the definition of consent	31	20	33	34
Seen crime alerts about unwanted sexual contact	27	30	26	26
Received written (i.e. brochures, emails) or verbal information (presentations, trainings) from anyone at Rutgers about where to go to get help if someone you know experiences unwanted sexual contact	26	20	27	28
Received written (i.e. brochures, emails) or verbal information (presentations, trainings) from anyone at Rutgers about how to help prevent unwanted sexual contact	23	15	26	25
Discussed the topic of unwanted sexual contact in class	22	19	22	24
Received written (i.e. brochures, emails) or verbal information (presentations, trainings) from anyone at Rutgers about how to report an incident of unwanted sexual contact	21	17	23	22
Discussed the topic of unwanted sexual contact with a family member	20	18	21	24
Seen or heard campus administrators or staff address unwanted sexual contact	18	15	19	18
Seen or heard about unwanted sexual contact in a student publication or media outlet	18	16	19	19
Read a report about sexual violence rates at Rutgers	15	18	15	14
Received written (i.e. brochures, emails) or verbal information (presentations, trainings) from anyone at Rutgers about Title IX protections against unwanted sexual contact	15	14	15	14
Received written (i.e. brochures, emails) or verbal information (presentations, trainings) from anyone at Rutgers about information regarding bystander intervention	15	6	17	16
Visited a Rutgers website with information on unwanted sexual contact	10	12	10	8
Attended an event or program about what you can	11	5	12	14

	All (n=1,851)	Graduate Students (n=393)	Under- graduates (n=1,458)	Undergraduate Women (n=946)
do as a bystander to stop unwanted sexual contact Seen UNITY Theatre ¹⁶	7	2	8	9
Attended a rally or other campus event about unwanted sexual contact	6	5	7	8
Volunteered or interned at an organization that addresses unwanted sexual contact	4	3	5	5
Taken a class to learn more about unwanted sexual contact	4	3	5	5

Table 10. Average Number of Exposures

	Average Number of Exposures (SD)
All (n=1,851)	5.15 (3.75)
Graduate Students (n=393)	4.45 (2.98)
Undergraduates (n=1,458)	5.34 (3.90)
Undergraduate Women (n=946)	5.42 (4.04)

Exposure to Messages about Sexual Violence while Attending Rutgers by Campus Subgroups

For students who indicated they were a member of an athletic team, a Greek organization, and/or another student organization, a follow-up question on the survey asked whether students received any education or informational messages about sexual violence from their student organizations at Rutgers–Newark. Table 11 is organized into the following categories: Athletes, Greeks, and other student organizations. Overall, 56 percent of students involved in Greek life reported that sexual violence has been discussed by their fraternity or sorority. Just over one-fourth of student undergraduate student athletes reported that sexual violence has been discussed by their coach, while slightly less than one-fourth of respondents involved in other student organizations reported that the issue has been discussed.

Table 11. Exposure to Messages about Sexual Violence from Student Groups

Since coming to Rutgers, have any of the topics related to this survey been discussed by:						
Athletes	All (n=65)		Graduates (n=NR)		Undergraduates (n=64)	
	n	%	n	%	n	%
Coach	17	26	NR	NR	17	27
Missing	12	19	-	-	11	17
Greeks	All (n=82)		Graduates (n=24)		Undergraduates (n=58)	
	n	%	n	%	n	%
Fraternity or sorority	46	56	15	63	31	53
Missing	10	12	NR	8	8	14
Other Student Organizations	All (n=589)		Graduates (n=100)		Undergraduates (n=489)	
	n	%	n	%	n	%
Student organization	138	23	18	18	120	25
Missing	75	13	13	13	62	13

¹⁶ UNITY Theatre is a creative and interactive theatre program under the Health Promotion Division that focuses on issues related to health and social justice.

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Exposure to Messages about Sexual Violence Prior to Attending Rutgers

As part of the section of the survey that asked students about exposure to messages about sexual violence, students were asked if they had received information about sexual violence before attending Rutgers–Newark. Table 12 provides a look at students’ exposure to messages about sexual violence prior to coming to Rutgers–Newark. Overall, 56 percent of all students reported receiving information about unwanted sexual contact before coming to campus. The most frequent source of this information was an educational program in high school (41 percent), followed by discussion with family or social media (both 25 percent). Students were least likely to receive this information from an education program in middle school.

Table 12. Exposure to Messages about Sexual Violence before Rutgers University–Newark (%)

	All (n=1,851)	Graduate Students (n=393)	Undergraduates (n=1,458)
Received any messages before attending Rutgers	56	56	56
<i>Missing</i>	13	14	13
Education program in high school	41	33	44
Social Media	25	19	26
Discussion with family	25	20	26
Discussion with friends	23	23	23
Media	22	23	22
Education program in middle school	15	14	16
Other	7	16	5

Awareness of the “We R the Ones” Campaign

In order to gauge the effectiveness of the “We R the Ones”¹⁷ campaign on students, a series of questions about the campaign were asked in the survey, which was requested by the Rutgers—Newark Advisory Board. The responses to these questions are presented below in Table 13.

Approximately one-third of students at Rutgers–Newark reported having heard of or seen the “We R the Ones” campaign. A greater percentage of undergraduate students (40 percent) were exposed to it, as compared to graduate students (21 percent). However, only 56 percent of students who were aware of the campaign reported being aware of the purpose of the campaign.

Table 13. Awareness of the “We R the Ones” Campaign

	All (n=1,851)		Graduate Students (n=393)		Undergraduates (n=1,458)	
	n	%	n	%	n	%
Heard of or seen the “We R the Ones” Campaign						
Yes	660	36*	84	21	576	40*
No	939	51	256	65	683	47

¹⁷ “We R the Ones” is a strategic plan campaign for Rutgers–Newark campus that promotes student activism and advocacy on campus.

	All (n=1,851)		Graduate Students (n=393)		Undergraduates (n=1,458)	
	n	%	n	%	n	%
Missing	252	14	53	14	199	14
Method in which students heard about “We R the Ones” Campaign						
A friend	43	7	6	7	37	6
In-class	15	2	NR	1	14	2
In an email	50	8	11	13	39	7
On social media	42	6	NR	4	39	7
At an event on campus	240	36	33	39	207	36
Other	18	3	NR	5	14	2
Missing	252	38	26	31	226	39
Aware of purpose of “We R the Ones” Campaign¹⁸	371	56	50	60	321	56

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

VICTIMIZATION

To assess victimization, a series of questions was asked about whether students experienced various types of unwanted sexual contact at Rutgers–Newark. Students who reported a completed sexual assault were asked a series of follow-up questions on the nature of the sexual violence they had experienced and what happened afterward, including any disclosure of the incident to others and use of campus resources. In addition, students were asked how many of their peers had disclosed an experience of sexual violence to them. *As a reminder, the information presented in this section may be especially sensitive and difficult for some readers.*

Experiences of Sexual Violence

To better understand the relationship between the campus climate and sexual violence, it is necessary to gather information about the scope and nature of unwanted sexual experiences among students. For this section of the #WeSpeak survey, the research team drew many of the items and scales from the *Not Alone toolkit*, produced by the White House, and modified the items, with additional input from the Newark campus climate Advisory Board, to tailor the survey to Rutgers–Newark.

Before asking participants about their experiences with victimization, the #WeSpeak survey provided students with the definition of unwanted sexual contact as stated in the Rutgers University Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct¹⁹ (see [Appendix B](#) for exact definition of unwanted sexual contact used in the #WeSpeak survey).

Following the definition, students were asked whether they had experienced sexual violence prior to coming to Rutgers–Newark. Next, they were asked to answer six questions about

¹⁸ The percentage for this number is out of the students who had “Heard of or seen the ‘We R the Ones’ Campaign.”

¹⁹ Definition adapted from Rutgers University. (2015). [Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct](#).

whether or not they had experienced various types of unwanted sexual contact since coming to Rutgers–Newark. This included:

- Four questions about unwanted sexual contact that involved force or threats of force, explained as: “This could include someone holding you down with his or her body weight, pinning your arms, hitting or kicking you, or threatening to use a weapon against you.”
- Two questions about experiences with unwanted sexual contact while being unable to provide consent or to stop what was happening because “you were passed out, drugged, incapacitated or asleep.”

Four of the six questions in this section asked about completed acts of sexual violence and two asked about attempted acts. If a student endorsed any of the four items referring to a completed act of unwanted sexual contact (not attempted) since coming to Rutgers–Newark, the student was presented with several follow-up questions about the incident or incidents. Through the use of skip logic programmed into the online survey, students who did not report an act of completed unwanted sexual contact (this included students who reported an incident or incidents of attempted unwanted sexual contact or reported no experiences of victimization) since coming to Rutgers–Newark were taken directly to the next section of the survey.

Prior Victimization

Before being presented with questions about their experiences at Rutgers–Newark, students were asked if they had experienced any sexual violence before coming to campus (Table 14). Nearly one in five undergraduate women experienced some form of sexual violence before entering Rutgers–Newark. The rate of sexual violence prior to attending Rutgers–Newark was higher for undergraduate women (19 percent) and lower for undergraduate men (7 percent).

Table 14. Victimization Prior to Coming to Campus

	All (n=1,851)		Graduate Students (n=393)		Under- graduates (n=1,458)		Under- graduate Women (n=946)		Under- graduate Men (n=501)	
	n	%	n	%	n	%	n	%	n	%
Did you ever experience any form of sexual violence before coming to Rutgers?	292	16	75	19	217	15	181	19	34	7

Note: Percentage missing was 14 percent for all cells in this table.

For students who reported experiencing sexual violence before coming to Rutgers–Newark, respondents were asked the age at which the “most serious incident”²⁰ of sexual violence occurred (Table 15). The average (mean) age at which students experienced sexual violence before entering Rutgers ranged from 14 to 17 years old. The question asked about experiences of sexual violence “before coming to Rutgers” so for graduate students who reported the highest mean age of violence before coming to Rutgers (17 years old), some of the respondents might have been reporting on incidents of sexual violence that had occurred during their undergraduate years.

²⁰ The “Most Serious Incident” terminology was recommended in the White House [Not Alone toolkit](#).

Table 15. Mean Age of Unwanted Sexual Contact Experience Prior to Coming to Campus

	All (n=292)	Graduate Students (n=75)	Undergraduates (n=217)	Undergraduate Women (n=181)
Average (mean) Age	15 years old	17 years old	14 years old	14 years old
Standard Deviation	5.50	6.02	5.14	5.21
Missing %	4	4	4	4

Victimization since Coming to Rutgers–Newark

In Table 16, questions 1 through 6 refer to experiences of attempted or completed unwanted sexual contact that occurred since students came to Rutgers. The first row in Table 16 shows the composite rates of sexual violence for students who indicate experiencing any one of the six types of sexual violence. The prevalence of these various types of unwanted sexual contact ranged from one to three percent. The most common types of sexual violence were unwanted sexual contact by physical force and sexual violence of which the victim is certain and occurred while the victim was passed out, drugged, drunk, incapacitated, or asleep.

Table 16. Victimization since Coming to Rutgers (%)

	All (n=1,851)		Graduate Students (n=393)		Under- graduates (n=1,458)		Under- graduate Women (n=946)		Under- graduate Men (n=501)	
	n	%	n	%	n	%	n	%	n	%
Experienced any unwanted sexual contact since coming to Rutgers	95	5	17	4	78	5	68	7	9	2
1. Since coming to Rutgers, has anyone had unwanted sexual contact with you by using physical force?	38	2	9	2	29	2	24	3	5	1
2. Since coming to Rutgers, has anyone had unwanted sexual contact with you by coercing you or threatening to use physical force?	24	1	NR	1	20	1	17	2	NR	<1
3. Has anyone attempted but not succeeded in having unwanted sexual contact with you by using physical force against you?	27	2	5	1	22	2	21	2	NR	<1
4. Has anyone attempted but not succeeded in having unwanted sexual contact with you by coercing you or threatening to use physical force against you?	16	1	NR	1	13	1	8	1	5	1
5. Since coming to Rutgers, has someone had unwanted sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question refers to incidents you are CERTAIN happened.	39	2	NR	1	35	2	31	3	NR	1
6. Since coming to Rutgers, has someone had unwanted sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This	20	1	NR	1	16	1	12	1	NR	1

question refers to incidents you are NOT CERTAIN happened.

Note: percentage missing ranged from 13 to 16 percent for this table.

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Further categories of unwanted sexual contact experienced by students are described below in Table 17. As noted, for undergraduate women:

- Four percent experienced attempted or completed unwanted sexual contact involving physical force.
- Five percent experienced attempted or completed unwanted sexual contact involving physical force, threats of physical force, or coercion.
- Four percent experienced unwanted sexual contact when unable to provide consent because they were passed out, drugged, drunk, incapacitated, or asleep.

For undergraduate men, the rates of sexual violence were much lower (one percent for all types of sexual violence) while at Rutgers–Newark.

Table 17. Number and percentage of Types of Unwanted Sexual Contact

	All (n=1,851)		Graduate Students (n=393)		Under- graduates (n=1,458)		Undergraduate Women (n=946)		Undergraduate Men (n=501)	
	n	%	n	%	n	%	n	%	n	%
Unwanted sexual contact involving physical force (Questions 2 & 4)	53	3	11	3	42	3	37	4	5	1
Unwanted sexual contact involving threats of physical force (Questions 3 & 5)	31	2	NR	1	27	2	21	2	5	1
Unwanted sexual contact involving physical force (completed or attempted but not completed) or threats of physical force or coercion (completed) (Questions 2, 3, & 4)	64	3	13	3	51	3	45	5	5	1
Unwanted sexual contact involving physical force (completed or attempted but not completed) or threats of physical force or coercion (completed or attempted but not completed) (Questions 2, 3, 4, & 5)	67	4	13	3	54	4	47	5	6	1
Attempted but not completed unwanted sexual contact (Questions 4 & 5)	37	2	6	2	31	2	26	3	5	1
Unwanted sexual contact that occurred when	47	3	5	1	42	3	37	4	5	1

respondent could not consent (Questions 6 & 7)										
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Missing data ranged from 15 to 16 percent for this table.
 NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

The percentages of students who reported experiencing any type of unwanted sexual contact since coming to Rutgers–Newark are presented in Table 18. Among all respondents, five percent reported having experienced at least one incident of unwanted sexual contact since coming to Rutgers–Newark. When the sample is restricted to undergraduate women, seven percent had experienced at least one attempted or completed act of sexual violence.

Nearly 40 percent of the students who experienced unwanted sexual contact since coming to Rutgers reported more than one type of victimization. This finding may conservatively be interpreted as a measure of multiple exposures of violence; the data does not allow investigators to know how many experiences respondents have had within a given type of sexual violence. Furthermore, of undergraduate women who experienced unwanted sexual contact while at Rutgers–Newark, 50 percent also experienced sexual violence prior to coming to campus. For undergraduate men, the rates of multiple victimization presented in Table 18 were higher; however, the sample size for men is extremely small (n=9) limiting the conclusions or inferences that can be drawn from this data.

Table 18. Students’ Experience of Attempted or Completed Unwanted Sexual Contact since Coming to Rutgers (%)

	All (n=1,851)	Graduate Students (n=393)	Undergraduates (n=1,458)	Undergraduate Women (n=946)	Undergraduate Men (n=501)
Experienced any unwanted sexual contact since coming to Rutgers*	5	4	5	7	2

Among those reporting unwanted sexual contact since coming to Rutgers: Number of Types of Violence Experienced Since Coming to Rutgers

	(n=95)	(n=17)	(n=78)	(n=68)	(n=9)
1	54	59	53	53	44*
2	28	24	29	29	33
3 or more	18	18	18	18	22

*Missing data 15 to 16 percent for this table.
 *Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

Table 19 presents victimization rates for one of the highest at-risk groups — on-campus, undergraduate women — for whom the rate of unwanted sexual contact was 13 percent.

Table 19. Victimization since Coming to Rutgers–Newark by Residence and Year (%)

All (n=1,851)	Undergraduates (n=1,458)	Undergraduate Women (n=946)	Undergraduate Women On-campus resident (n=223)
5	5	7	13

Nature of Experienced Sexual Violence

As indicated in [Appendix B](#) the survey asked respondents who affirmed any of the seven types of unwanted sexual contact a series of follow-up questions regarding the nature of this contact. The questions used in this survey asked behaviorally specific questions as recommended by researcher scholars.²¹ Behaviorally specific questions inquire about certain incidents that students may have experienced as opposed to broader questions such as “have you been sexually assaulted?”²² In this way respondents identify and affirm the behavior that reflects their experience. The first follow-up question asked about the nature of the sexual violence, meaning whether it was “unwanted sexual touching,” “unwanted sexual penetration,” or “other”. Respondents could select any or all options regarding the nature of the unwanted sexual contact (see [Appendix C](#) for the victimization questions used in the #WeSpeak campus climate survey). Those respondents who selected more than one option regarding the nature of unwanted sexual contact, are classified in Table 20 as experiencing more than one type of sexual violence. Table 20 displays each of the seven types of unwanted sexual contact and respondents’ classification of the nature of the contact. Across most of the seven types of unwanted sexual contact, a large number of students who reported experiencing sexual violence described the contact as, “unwanted touching of a sexual nature.” For the total sample of respondents who experienced sexual violence, 36 to 81 percent described the contact as touching compared to 7 percent to 36 percent who labeled the contact as penetrative in nature. The sample sizes for graduate students who experienced sexual violence were small and the findings for this group of students should not be considered representative of the population of graduate students at Rutgers–Newark.

Table 20. Nature of Sexual Violence (Unwanted Sexual Touching, Penetration, Multi-type or Other)

	Sexual touching		Sexual penetration		More than one type		Missing or other	
	n	%	n	%	n	%	n	%
Did you ever experience any form of sexual violence before coming to Rutgers?								
All (n=292)	177*	61	49	17	61	21	5	2
Graduate Students (n=75)	39	52	16	21	18	24	NR	3
Undergraduates (n=217)	138	64	33	15	43	20	NR	1
Undergraduate Women (n=181)	115*	64	26	14	39	22	NR	1
Since coming to Rutgers, has anyone had unwanted sexual contact with you by using physical force?								
All (n=38)	22*	58	NR	11	12	32	-	-
Graduate Students (n=9)	6	67	NR	11	NR	22	-	-
Undergraduates (n=29)	16*	55	NR	10	10	34	-	-
Undergraduate Women (n=24)	11*	46	NR	13	10	42	-	-
Since coming to Rutgers, has anyone had unwanted sexual contact with you by coercing you or threatening to use physical force?								
All (n=24)	14	58	NR	13	5	21	NR	8
Graduate Students (n=4)	NR	75	NR	25	-	-	-	-
Undergraduates (n=20)	11	55	NR	10	5	25	NR	10

²¹ Cook, S., Gidycz, C., Koss, M., & Murphy, M. (2011). Emerging issues in the measurement of rape victimization. *Violence Against Women, 17*(2), 201-218.

²² Fisher, B. S., Cullen F. T., & Turner M. G. (2000). The sexual victimization of college women. U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. Research Report 182369.

	Sexual touching		Sexual penetration		More than one type		Missing or other	
	n	%	n	%	n	%	n	%
Undergraduate Women (n=17)	9	53	NR	12	5	29	NR	6

Has anyone attempted but not succeeded in having unwanted sexual contact with you by using physical force against you?

All (n=27)	20	74	NR	7	5	19	-	-
Graduate Students (n=5)	5	100	-	-	-	-	-	-
Undergraduates (n=22)	15	68	NR	9	5	23	-	-
Undergraduate Women (n=21)	14*	67	NR	10	5	24	-	-

Has anyone attempted but not succeeded in having unwanted sexual contact with you by coercing you or threatening to use physical force against you?

All (n=13)	13	81	NR	13	-	-	NR	6
Graduate Students (n=3)	NR	100	-	-	-	-	-	-
Undergraduates (n=13)	10	77	NR	15	-	-	NR	8
Undergraduate Women (n=8)	6	75	NR	25	-	-	-	-

Has someone had unwanted sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question refers to incidents you are CERTAIN happened.

All (n=39)	14	36	14	36	11	28	-	-
Graduate Students (n=4)	-	-	NR	75	NR	25	-	-
Undergraduates (n=35)	14	40	11	31	10	29	-	-
Undergraduate Women (n=31)	11*	35	10	32	10	32	-	-

Has someone had unwanted sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question refers to incidents you are NOT CERTAIN happened.

All (n=20)	9	45	5	25	5	25	NR	5
Graduate Students (n=4)	NR	50	NR	50	-	-	-	-
Undergraduates (n=16)	7	44	NR	19	5	31	NR	6
Undergraduate Women (n=12)	5	42	NR	17	NR	33	NR	8

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Victimization Among Various Groups

The odds of victimization while a student at Rutgers–Newark was not statistically different by ethnicity/race.²³ With respect to sexual violence experiences before coming to Rutgers–Newark, Asian American students had significantly lower odds of prior victimization as compared to other groups.

For all students, those who identified as anything other than 100 percent heterosexual/straight had approximately three to five times the odds of experiencing unwanted sexual contact both prior to and while attending Rutgers–Newark compared to students who identified as only attracted to members of the opposite sex.

Analyses compared students based on their sense of religiosity. The question used to assess religiosity appears in Table 1 and asks students to rate the importance of religion on a five-point

²³ Statistical analyses for victimization by race were based on White students being the reference group.

Likert Scale from “Not Important” to “Very Important.” For purposes of the analyses, students were divided into two groups—those to whom religion was important (including “Moderately Important,” “Important,” or “Very Important”) and those to whom it was not important (including those who indicated it was “Not Important” or “Slightly Important”). There were no significant differences for victimization since coming to Rutgers–Newark by religiosity. For the total sample, for students who indicated that religion was “Not Important” or “Slightly Important”, the odds of experiencing sexual violence before attending Rutgers–Newark were 30% higher compared to students who indicated religion was “Moderately Important”, “Important” or “Very Important”.²⁴

Students with a disability were not at increased risk of experiencing sexual violence while at Rutgers–Newark compared to students without a disability. Those students with a disability were more likely to experience sexual violence before attending Rutgers–Newark when compared to students without a disability. For the total sample, students with a disability had two (2.18) times the odds of experiencing sexual violence before college.²⁵

Drug and Alcohol Use

In order to understand the influence of drugs and alcohol during unwanted sexual contact, survey participants who indicated that they had experienced some form of sexual violence since coming to campus were presented with two subsets of questions. First, for all students who indicated experiencing completed unwanted sexual contact, respondents were asked about drug and alcohol use by the perpetrator (Table 21) and victim during unwanted sexual contact (Table 22).

In Table 21, according to respondents, 65 percent of the perpetrators were under the influence of drugs and alcohol, drugs only, or alcohol only. In comparison, two thirds of the victims themselves were under the influence of drugs and alcohol, drugs only, or alcohol only, with the majority (49 percent) under the influence of alcohol. A smaller percent of sexual violence survivors reported drug use or being given a drug without their consent before the incident. Five to seven percent of students who experienced sexual violence reported being given a drug without their consent.

Table 21. Drug and Alcohol Use by the Perpetrator

	All	Graduate Students	Undergraduates	Undergraduate
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²⁴ For female undergraduate students, the odds of experiencing sexual violence before coming to Rutgers–Newark was 62 percent higher for those who indicated that religion was “Not Important” or “Slightly Important,” compared to students who indicated religion was “Moderately Important”, “Important” or “Very Important.” Other groups of students (undergraduates and undergraduate males) who indicated that religion was “Not Important” or “Slightly Important,” compared to students who indicated religion was “Moderately Important”, “Important” or “Very Important” were not at increased risk of sexual violence before college.

²⁵ Undergraduate male students with a disability did not have increased odds of experiencing sexual violence before coming to Rutgers–Newark, however all other groups (the total sample, undergraduates and undergraduate females) with a disability had an increased risk of sexual violence before college. Female undergraduate students with a disability had the highest increased risk of sexual violence before college (nearly three times the odds—2.82) compared to students without a disability.

	(n=83)		(n=15)		(n=68)		Women (n=59)	
	n	%	n	%	n	%	n	%
Drugs and alcohol	6	7	-	-	6	9	6	10*
Drugs only	-	-	-	-	-	-	-	-
Alcohol only	23	28	NR	27	19	28	15	25
Neither	25	30	5	33	20	29	19	32
I don't know	25	30	6	40	19	28	15	25
Missing	NR	5	-	-	NR	6	NR	7

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Table 22. Drug and Alcohol Use by the Victim

	All (n=83)		Graduate Students (n=15)		Undergraduates (n=68)		Undergraduate Women (n=59)	
	n	%	n	%	n	%	n	%
Drugs and alcohol	7	8	NR	7	6	9	6	10
Missing	5	6	-	-	5	7	NR	7
Drugs	10	12	NR	7	9	13	9	15
Missing	5	6	-	-	5	7	NR	7
Given a drug without consent	5	6	-	-	5	7	NR	7
Missing	NR	5	-	-	NR	6	NR	7
Alcohol	41	49	6	40	35	51	30	51
Missing	NR	5	-	-	NR	6	NR	7

For those who had been using alcohol

	All (n=41)		Graduate Students (n=6)		Undergraduates (n=35)		Undergraduate Women (n=30)	
	n	%	n	%	n	%	n	%
Was drunk	35	85	5	83	30	86	25	83
Missing	-	-	-	-	-	-	-	-

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Location of Victimization

For those students who indicated that they experienced unwanted sexual contact, the survey asked the location of the unwanted sexual contact. Table 23 is divided in three sections. The first section displays whether the unwanted sexual contact occurred in the student’s own home/room or somewhere else. The second and third sections of Table 23 provide a breakdown of where the unwanted sexual contact occurred.

Analysis revealed that the majority (64 percent) of survey participants who reported victimization since coming to Rutgers–Newark indicated that the incident of unwanted sexual contact occurred *somewhere other than their own home or room*. Of those students who indicated this, most (42 percent) experienced this incident at an off-campus apartment. For undergraduate female students who live on-campus, the highest risk group for sexual violence, the pattern is reversed where a slight majority (56 percent) indicated that the unwanted sexual contact occurred *in their own home or room*.

For those students who responded that the unwanted sexual contact occurred *in their own home or room*, two-thirds (68 percent) indicated that the incident took place in their own residence hall.

Table 23. Location of Unwanted Sexual Contact

	All (n=83)		Graduate Students (n=15)		Undergraduates (n=68)		Undergraduate Women (n=59)	
	n	%	n	%	n	%	n	%
Somewhere other than own home or room	53	64	10	67	43	63*	36	61
Own home or room	25	30	5	33	20	29	18	31
Missing	5	6	-	-	5	7	5	8
The incident happened somewhere other than own home or room.²⁶								
	All (n=53)		Graduate Students (n=10)		Undergraduates (n=43)		Undergraduate Women (n=36)	
	n	%	n	%	n	%	n	%
Off-campus apartment	22	42	7	70	15	35*	12	33
Other	18	34	-	-	18	42	15	42
Residence hall	7	13	NR	20	5	12	5	14
Greek house	6	11	NR	10	5	12	NR	11
On-campus apartment	-	-	-	-	-	-	-	-
Missing	-	-	-	-	-	-	-	-
The incident happened in own home or room.²⁷								
	All (n=25)		Graduate Students (n=5)		Undergraduates (n=20)		Undergraduate Women (n=18)	
	n	%	n	%	n	%	n	%
Own residence hall	17	68	NR	40	15	75	13	72
Own home with parent/guardian	5	20	NR	40	NR	20	NR	22
Own off-campus apartment	NR	8	NR	20	-	-	-	-
Other	NR	4	-	-	NR	5	NR	6
Own Greek house	-	-	-	-	-	-	-	-
Missing	-	-	-	-	-	-	-	-

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Perpetrators

Students who reported a completed act of unwanted sexual contact since coming to Rutgers–Newark were presented with additional questions about the circumstances surrounding the “most serious” incident of unwanted sexual contact. Among respondents, perpetrators of sexual violence were most frequently men and were most often known to the survivor. Almost half (41 percent) of perpetrators were also students (Table 24). Non-stranger perpetrators were most frequently categorized as a “Friend” or a “Casual acquaintance or hookup.” (Table 25).

²⁶ The percentages that follow are for participants who indicated that they had been victimized and indicated that the unwanted sexual contact occurred somewhere other than their own home or room.

²⁷ The percentages that follow are for participants who indicated that they had been victimized and indicated that the unwanted sexual contact occurred in their own home or room.

Table 24. Perpetrators (%)

	All (n=83)	Graduate Students (n=15)	Undergraduates (n=68)	Undergraduate Women (n=59)
Perpetrator's Gender				
Man	86	100	82*	88
Woman	7	-	9	2
Transgender Man, Transgender Woman, I don't know, or other	1	-	1	2
<i>Missing</i>	6	-	7	8
Perpetrator's Student Status				
Non-Student	43	53	41	41
Student	41	40	41	42
Don't Know	11	7	12	10
<i>Missing</i>	5	-	6	7
Perpetrator's Relationship to Victim				
Non-Stranger	72*	80	71*	68
Stranger	20	20	21	22
<i>Missing</i>	7	-	9	10

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Table 25. Non-Stranger Perpetrators (%)

	All (n=60)	Graduate Students (n=12)	Undergraduates (n=48)	Undergraduate Women (n=40)
Friend	42	33*	44*	40*
Casual acquaintance or hookup	38	50	35	40
Current romantic partner (boyfriend or girlfriend)	8	8	8	8
Other ¹	7	8	6	5
Ex-romantic partner (ex-boyfriend or ex-girlfriend)	5	-	6	8

% missing for this table is zero

¹ “Other” includes categories for perpetrators accounting for less than five percent of responses in all groups. These categories, which were provided to respondents, include: Family member, Coworker, Employer/Supervisor, University professor/instructor; and Other.

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Effect of Victimization on Sexual Violence Survivors

For students who reported experiencing a completed act of unwanted sexual contact since coming to Rutgers–Newark, a series of questions were asked regarding the effect of the sexual violence on the survivor.²⁸ Table 26 shows the actions that sexual violence survivors took in dealing with the sexual violence.

²⁸ Questions adapted from Noel Busch-Armendariz et al., University of Texas-Austin Campus Climate Survey Tool (2015).

As shown in Table 26, the most common effect of the sexual violence on survivors was having to repeat a class, with 19 percent of all survivors having to repeat a class and 24 percent of undergraduate women survivors having to repeat a class as a result of their victimization. Additional common effects of the sexual violence on survivors included receiving follow-up counseling and/or dropping course(s). The least common effects were utilizing legal services (such as a lawyer); taking time off work; utilizing a victim's advocate; completing a Sexual Assault Nurse Examiner exam (i.e., rape kit); and having to relocate to a different dorm, apartment or other residence.

A follow-up set of questions examined the enumerated effects of sexual violence victimization. These questions asked survivors about the monetary value and/or time spent in receiving services or other aftereffects of the sexual violence (e.g., medical care). As the number of students seeking these services was low (see Table 26), the sample sizes for the follow-up questions on the enumerated effects were even lower.²⁹ As a result, the data for these questions is not reported here. For additional questions regarding this data, please contact the authors of this report.

Table 26. Effect of Victimization on Sexual Violence Survivors

	All Survivors (n=83)		Graduate Survivors (n=15)		Undergraduate Survivors (n=68)		Undergraduate Women Survivors (n=59)	
	n	%	n	%	n	%	n	%
Have to repeat a class	16	19	NR	13	14	21	14	24
Receive follow up counseling	12	14	NR	20	9	13	9	15
Drop any courses	9	11	NR	13	7	10	7	12
Take time off school	8	10	-	-	8	12	NR	14
Need medical care	5	6	NR	7	NR	6	NR	5
Change majors	5	6	-	-	5	7	5	8
Require tutoring	NR	4	NR	7	NR	3	NR	2
Take time off work	NR	2	-	-	NR	3	NR	3
Have to relocate residences	NR	2	NR	7	NR	1	NR	2
Utilize a victim's advocate	NR	2	-	-	NR	3	NR	3
Complete a SANE exam	NR	2	-	-	NR	3	NR	3
Utilize legal services	-	-	-	-	-	-	-	-

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Disclosure and Accessing Resources

Students who reported a completed act of unwanted sexual contact were asked whether or not they told anyone about what happened to them. Although most services are available to all students, they are most heavily publicized to and accessed by undergraduates. As such, **the following tables focus on undergraduate students exclusively.** Again, results for undergraduate women are presented because this group is disproportionately at risk for sexual violence.

²⁹ The sample sizes for the questions not reported here range from zero to ten respondents.

Who Disclosed Unwanted Sexual Contact

Table 27 shows that, of those students who responded to the question, a majority (68 percent) disclosed the sexual violence to someone. Students in these groups were asked follow-up questions about the timeframe in which they disclosed the sexual violence to someone else. Almost half (48 percent) of these students told someone within 24 hours of the incident of unwanted sexual contact occurring and 73 percent told someone within the first week of the incident occurring (Table 28).

Table 27. Disclosure of Unwanted Sexual Contact (%)

	Undergraduate Survivors (n=68)	Undergraduate Women Survivors (n=59)
Did you tell anyone about the [most serious] incident?		
Yes	68	69*
No	25	22
Missing	7	8

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

Table 28. Time to Report Unwanted Sexual Contact

	All (n=52)		Graduate Students (n=6)		Undergraduates (n=46)		Undergraduate Women (n=41)	
	n	%	n	%	n	%	n	%
Within the first 24 hours	25	48	5	83	20	43	17	41*
Within one week	13	25	-	-	13	28	12	29
Within one month	7	13	-	-	7	15	6	15
Within one year	NR	6	-	-	NR	7	NR	7
More than a year	NR	8	NR	17	NR	7	NR	7
Missing	-	-	-	-	-	-	-	-

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Reasons Students Did Not Disclose

Respondents who did not tell anyone about what happened to them were asked why they did not disclose and presented with a list of options. Multiple responses could be selected. The top reasons for not disclosing included, “Wanted to forget it happened,” “It is a private matter; I wanted to deal with it on my own,” “Didn’t think what happened was serious enough to talk about,” and “Didn’t think others would understand.” (Table 29).

Four response options were related to the school’s response to sexual violence: “Didn’t know reporting procedure on campus,” “Didn’t think the school would do anything about my report,” “Feared I or another would be punished for infractions or violations (for example, underage drinking),” and “I didn’t feel campus leadership would solve my problem.” Notably, “Feared I or another would be punished for infractions or violations” was the least commonly selected reason for nondisclosure. The sample size for the question about survivors’ reasons for nondisclosure was very small (n=17) and thus cannot be used to generalize to the larger survivor population.

Table 29. Reasons for Nondisclosure (%)

	Undergraduate Survivors Who Did Not Disclose (n=17)	Undergraduate Women Survivors Who Did Not Disclose (n=13)
Wanted to forget it happened	53	69
It is a private matter; I wanted to deal with it on my own	53	62
Didn't think what happened was serious enough to talk about	47	38
Didn't think others would understand	47	38
I thought I would be blamed for what happened	41	46
Didn't think others would think it was serious	35	31
Fear of not being believed	35	31
Ashamed/embarrassed	29	31
Didn't think others would think it was important	29	23
Concerned others would find out	29	31
It would feel like an admission of failure	24	23
I didn't want others to worry about me	24	15
Had other things I needed to focus on and was concerned about	24	31
Didn't want the person who did it to get in trouble	18	15
I feared others would harass me or react negatively toward me	18	8
Didn't think the school would do anything about my report	18	15
Thought people would try to tell me what to do	18	23
Fear the person who did it would try to get back at me	18	15
Other	18	23
I didn't feel that campus leadership would solve my problem	18	8
Didn't know reporting procedure on campus	12	8
Concerned that my cultural/ethnic community would not support me	12	8
I thought nothing would be done	12	8
Feared I or another would be punished for infractions or	6	8

Among Those Who Did Disclose, to Whom Did They Disclose

Table 30 shows both off-campus informal resources and campus resources to whom undergraduate survivors disclosed the incidents of sexual violence. Respondents could select multiple resources to whom they disclosed. Undergraduate survivors who did tell someone about what happened to them were most likely to tell a friend or roommate. A large majority (80 percent) disclosed the sexual violence to a friend.

Twenty percent of undergraduate survivors who told anyone about their experience of sexual violence said they had accessed on-campus services. An on-campus counselor or therapist was most commonly selected as the recipient of disclosure, followed by the Rutgers Health Services & Health Promotion Division. The least utilized on-campus resources, with no survivors accessing these services, were a Resident Advisor (RA) or Residence Life staff, Sexual Assault & Interpersonal Violence Services, University advisor (academic advisor, athletic coach, etc.), Office of the Dean of Student Life, Title IX, and a University faculty (Professor). Three of the never accessed resources, for both on and off-campus (off-campus rape crisis center staff, Sexual Assault & Interpersonal Violence Services, and Title IX) are resources specifically geared for sexual violence survivors.

Table 30. Among Students Who Disclosed, To Whom They Disclosed (%)

	Undergraduate Survivors Who Disclosed (n=46)	Undergraduate Women Survivors Who Disclosed (n=41)
Off-Campus or Informal		
Friend other than roommate	80	78
Roommate	30	32
Romantic partner (other than the person who did this to you)	20	20
Parent or guardian	15	17
Other family member	11	10
Local police	2	2
Doctor/nurse	2	2
Off-campus counselor/therapist	-	-
Other	-	-
Religious leader	-	-
Off-campus rape crisis center staff	-	-
Campus Resources		
On-campus counselor/therapist	13	15
Rutgers Health Services & Health Promotion Division	4	5
University staff or administrator	2	2
Rutgers University Police Department	2	2
Resident Advisor (RA) or Residence Life staff	-	-
Sexual Assault & Interpersonal Violence Services	-	-
University advisor (academic advisor, athletic coach, etc.)	-	-
Office of the Dean of Student Life	-	-
Title IX	-	-
University faculty (Professor)	-	-

* Percentages of students who used at least one of the following resources; students may use more than one resource
 NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Usefulness of Campus Services

A series of questions evaluated the usefulness of on-campus services for those students who accessed them. However, because only a few students accessed these services (zero to six students), these respondents’ answers are not reported here. For additional questions on this data, please contact the authors of this report.

In the focus groups, there was a sense that the general student body is largely unaware of campus resources. The resources most frequently identified by focus group participants included Blumenthal Hall, Health Services, and the Rutgers University Police Department (RUPD). Focus group members expressed a desire for increased sexual violence awareness programming on campus.

Disclosure of Victimization from Other Students

Survey participants were asked whether or not another Rutgers student had told them that s/he had been a victim of sexual violence. Table 31 shows the percentage of students who had another student disclose to them an experience of sexual violence. Just under one in ten (8 percent) undergraduate women students at Rutgers–Newark had another student disclose an experience of sexual violence to them. Those respondents to whom another student had disclosed were then asked how many women and how many men had told them they experienced sexual violence (Table 32). Among students who received disclosures from women, almost 20 percent (19 percent) had received disclosures from three or more. Many students had multiple peers tell them about an experience of sexual violence.

Table 31. Students Who Have Had Another Student Disclose an Experience of Sexual Violence to Them (%)

	All (n=1,851)		Graduate Students (n=393)		Undergraduates (n=1,458)		Undergraduate Women (n=946)	
	n	%	n	%	n	%	n	%
Yes	150	8	31	8*	119	8	84	9
No	1,369	74	293	75	1,076	74	694	73
Missing	332	18	69	18	263	18	168	18

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

Table 32. Of Those Who Have Had Another Rutgers Student Disclose Victimization, Number of Women/Men Who Have Disclosed (%)

	All	Graduates	Undergraduates	Undergraduate Women
How many women disclosed to you?	(n=146)	(n=31)	(n=115)	(n=82)
1	58	45	61	56
2	23	32	21	23
3 or more	19	23	18	21
How many men disclosed to you?*	(n=21)	(n=2)	(n=19)	(n=11)
1	67*	50	68*	73
2	10	50	5	9
3 or more	24	-	26	18

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

Knowing Someone Who Experienced Sexual Violence

In addition to asking about other students’ disclosures of sexual violence, the survey asked if respondents knew someone—“a friend or a family member”—who had experienced sexual violence (Table 33). One in four (24 percent) students reported that they knew someone who had experienced sexual violence.

Table 33. Students Who Know Someone Who Experienced Sexual Violence (%)

	All (n=1,851)	Graduate Students (n=393)	Undergraduates (n=1,458)	Undergraduate Women (n=946)
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	n	%	n	%	n	%	n	%
Yes	443	24	106	27	337	23	262	28*
No	1,077	58	218	55	859	59	516	55
Missing	331	18	69	18	262	18	168	18

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent.

BYSTANDER INTERVENTION

At Rutgers and across the country, the potential of bystanders to curb campus sexual violence has been elevated. *#WeSpeak* included scales to assess students' readiness to help their peers, their attitudes about intervening to stop sexual violence, and their bystander actions. All respondents were asked to complete the following scales.

Readiness to Help

The Readiness to Help scale³⁰ evaluates the extent to which students think sexual violence is a problem at Rutgers–Newark and their level of intention to do something about it. Responses to the 12-item scale are presented in Table 34. Previously published work using the scale suggests how scores may be used to sort respondents into three groups based on their level of readiness to help. These groups have been described under the headings, “No Awareness,” “Taking Responsibility,” and “Action,” in order of activation.

Students in the focus groups did not agree on whether they perceive sexual violence as a problem at Rutgers–Newark. Some focus group participants noted that as a smaller, commuter campus, Rutgers–Newark would most likely have lower rates of sexual assault, while other students reported knowing a friend who has experienced sexual violence while a student at Rutgers–Newark or having heard about a peer who has experienced sexual violence and based on these known experiences perceived sexual violence as a problem on campus

Table 34. Readiness to Help Scale: Distribution of Responses (%) and Means (Standard Deviations)

	Not True At All (1)	Not True (2)	Neutral (3)	True (4)	Very Much True (5)	Missing	M(SD)
I don't think sexual violence is a problem at Rutgers.							
All	16*	21	31	10	2	21	2.53 (1.03)
Graduate Students	16	23	34	6	2	19	2.45 (0.98)
Undergraduates	15*	21	30	11	3	21	2.55 (1.05)
Undergraduate Women	17	20	30	10	2	21	2.47 (1.03)
I don't think there is much I can do about sexual violence at Rutgers.							
All	17	29	23	9	2	20	2.38 (1.04)
Graduate Students	16	28	26	10	2	18	2.44 (1.01)
Undergraduates	18	29	22	9	3	21	2.37 (1.04)
Undergraduate Women	19*	28	23	8	2	21	2.33 (1.03)
There isn't much need for me to think about sexual violence at Rutgers.							
All	17*	29	21	9	3	20	2.39 (1.07)

³⁰ Adapted from Banyard, V.L., Moynihan, M.M., Cares, A.C., & Warner, R. (2014). How do we know it works? Measuring outcomes in bystander-focused abuse prevention on campus. *Psychology of Violence, 4*(1), 101-115.

	Not True At All (1)	Not True (2)	Neutral (3)	True (4)	Very Much True (5)	Missing	M(SD)
Graduate Students	17	31	21	10	3	18	2.39 (1.04)
Undergraduates	17	29	21	9	3	21	2.39 (1.07)
Undergraduate Women	22*	30	20	6	2	21	2.20 (1.00)

Doing something about sexual violence is solely the job of university officials.

All	30	32	10	5	3	20	1.99 (1.04)
Graduate Students	31*	36	9	4	2	19	1.88 (0.92)
Undergraduates	29	31	10	6	3	21	2.02 (1.07)
Undergraduate Women	31	30	11	6	3	21	2.00 (1.06)

Sometimes I think I should learn more about sexual violence.

All	5	8	21	34	12	20	3.49 (1.07)
Graduate Students	5	12	23	34	7	19	3.32 (1.04)
Undergraduates	5	6	21	34	13	21	3.54 (1.07)
Undergraduate Women	4	5	19	36	15	21	3.66 (1.02)

I have not yet done anything to learn more about sexual violence.

All	13	19	20	21	7	20	2.88 (1.21)
Graduate Students	14	23	18	21	5	19	2.76 (1.19)
Undergraduates	12*	18	20	21	7	21	2.92 (1.22)
Undergraduate Women	12*	19	21	21	7	21	2.88 (1.20)

I think I can do something about sexual violence.

All	3*	6	26	33	11	20	3.52 (0.97)
Graduate Students	2	10	27	34	8	19	3.44 (0.92)
Undergraduates	4*	5	26	33	12	21	3.54 (0.98)
Undergraduate Women	4*	5	28	31	12	21	3.55 (0.98)

I am planning to learn more about the problem of sexual violence on campus.

All	8	10	29	25	8	20	3.20 (1.10)
Graduate Students	7	17	29	22	6	19	3.03 (1.07)
Undergraduates	8	9	28	26	9	20	3.25 (1.10)
Undergraduate Women	7	8	28	27	10	20	3.33 (1.09)

I have recently attended a program about sexual violence.

All	35*	28	7	6	3	20	1.93 (1.10)
Graduate Students	40*	30	5	5	2	19	1.76 (0.98)
Undergraduates	33	28	8	6	4	21	1.98 (1.12)
Undergraduate Women	33*	30	7	6	4	21	1.97 (1.11)

I am actively involved in projects to deal with sexual violence at Rutgers.

All	35	30	10	3	2	20	1.85 (0.97)
Graduate Students	37*	33	9	2	1	19	1.74 (0.83)
Undergraduates	34	29	10	3	3	21	1.88 (1.00)
Undergraduate Women	34	30	11	3	2	20	1.87 (0.98)

I have recently taken part in activities or volunteered my time on projects focused on ending sexual violence on campus.

All	34	30	9	4	3	20	1.90 (1.03)
Graduate Students	37	33	8	2	1	19	1.74 (0.85)
Undergraduates	33	29	10	5	3	20	1.94 (1.07)
Undergraduate Women	33*	29	9	5	3	20	1.95 (1.08)

I have been or am currently involved in ongoing efforts to end sexual violence on campus.

	Not True At All (1)	Not True (2)	Neutral (3)	True (4)	Very Much True (5)	Missing	M(SD)
All	30*	30	13	4	2	20	1.99 (1.02)
Graduate Students	33*	32	12	4	1	19	1.86 (0.91)
Undergraduates	29*	29	14	5	3	21	2.02 (1.04)
Undergraduate Women	29*	31	13	4	3	21	2.00 (1.02)

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Cronbach's Alpha, No Awareness Subscale*: All = .61; Graduate Students = .52; Undergraduates = .62; Undergraduate Women = .59

Cronbach's Alpha, Taking Responsibility Subscale*: All = .73; Graduate Students = .70; Undergraduates = .73; Undergraduate Women = .73

Cronbach's Alpha, Action Subscale*: All = .89; Graduate Students = .88; Undergraduates = .89; Undergraduate Women = .89

* Please note that subscales will undergo further testing to confirm the dimensionality of the construct.

*Percentages in this row do not add up to 100 percent as they are rounded to the nearest percent

Table 35 shows the breakdown of the Rutgers–Newark sample into these three categories (“No Awareness,” “Taking Responsibility,” and “Action,”). Three-fifths (59 percent) of all students fell into the “Taking Responsibility” category, indicating acknowledgement that sexual violence is a problem and consideration about doing something to learn more or help. A smaller percent, fifteen percent, indicate no awareness of the issue of sexual violence on campus. Finally, the smallest percent of the total sample, three percent, fall into the “action” category indicating they were addressing the issue of sexual violence.

Table 35. Readiness to Help Subgroup Size (%)

	No Awareness	Taking Responsibility	Action	Missing or Ambiguous
All	15	59	3	24*
Graduate Students	17	59	2	23*
Undergraduates	14	59	3	24
Undergraduate Women	12	62	3	23

n: All = 1,851; Graduate Students = 393; Undergraduates = 1,458; Undergraduate Women = 946

Please note that subscales will undergo further testing to confirm the dimensionality of the construct.

*Percentages in this row do not add up to 100 due to rounding.

Bystander Attitudes

Table 36 reports composite results from the Bystander Attitudes Scale,³¹ that describes actions students might take to prevent or respond to sexual violence and asks the likelihood that they would take those actions in the future. Response options ranged from “Very Unlikely (1)” to “Very Likely (5).” Higher scores indicate a more positive attitude about intervening to stop sexual violence.

In general, respondents thought of themselves as quite likely to do something to defuse a situation that could result in sexual violence, help a friend who has been raped, or confront possible perpetrators. Across items, the majority of students reported that they were “Likely” or

³¹ Adapted from Bystander Attitudes Scale-Revised (adapted from Bystander Scale (Banyard, et al., 2005)); Scale development information: McMahon, S., Postmus, J., & Koenick, R.A. (2011). Engaging Bystanders: A primary prevention approach to sexual violence on campus. *Journal of College Student Development*, 15 (1), 115 – 130 and McMahon, S., Allen, C. T., Postmus, J. L., McMahon, S. M., Peterson, N. A., & Lowe Hoffman, M. (2014). Measuring bystander attitudes and behavior to prevent sexual violence. *Journal of American College Health*, 62(1), 58-66.

“Very Likely” to take action in the future, if given the opportunity. These average scores indicated that Rutgers–Newark students would like to help their peers. These findings challenged the somewhat dim view respondents had on how supportive their fellow students would be to a student reporting an incident of sexual violence.

Conversely, in the focus groups, many students said that they have never acted as a helpful bystander. Some students discussed feeling nervous before or while stepping into a situation of potential sexual violence and discussed a number of perceived barriers to interrupting situations that might lead to sexual violence, including: fear for one’s physical safety, uncertainty about the situation, and/or concern about damaging friendships. A major theme discussed in the focus groups was the positive role that peers can have on students’ proclivity to intervene. Such positive roles included a heightened level of confidence while intervening with friends as students have someone looking out for them during the situation, the ability to use buddy systems when intervening, and peer norms in which it is easier to intervene with people students know as opposed to strangers. Additionally, some students wished there was a bystander training program to provide students with guidelines for intervention.

Table 36. Bystander Attitudes Scale: Composite Scores

	All (n=1,851)	Graduate Students (n=393)	Undergraduates (n=1,458)
Mean	4.35	4.29	4.36
Standard Deviation	0.67	0.65	0.68
Missing %	20	18	20

Scores range from 0-5; higher scores representing more positive attitudes about intervening to stop possible sexual violence.
Cronbach’s Alpha: All = .87.; Graduate Students = .84; Undergraduates = .88

Bystander Opportunities and Behaviors

To determine how often students really take action when presented with the opportunity to prevent an incident of sexual violence, a scale of seven two-part questions was included in the survey.³² First, students were asked if they had ever seen or heard something that suggested sexual violence might occur. Next, those who responded “yes” were asked whether they did anything.

Table 37 provides a summary score to describe how often students intervene to stop an act of potential sexual violence when given the opportunity. This score is a ratio, dividing the number of times someone intervened by the number of opportunities they had; a score of one would indicate that students intervened every time they had an opportunity. Only those students who reported having any of the opportunities listed were included in this calculation. The summary scores indicate that students intervened 33 percent of the time when presented with the opportunity to do so.

This figure is likely skewed downward by two items asking about intervening to stop someone taking a drunk person back to their room. Many students reported observing this happen, but few stepped in to do anything. It is possible that this situation appears ambiguous to students, or that they lack suitable strategies for intervening safely. On the other hand, of the focus group

³² Adapted from Bystander Behavior Scale-Revised (adapted from Bystander Scale (Banyard, et al., 2005)); Ibid.

members who did report intervening, a person’s perceived level of intoxication often served as motivation to check in with a friend.

Many focus group participants reported that they had observed a situation in which a bystander could have stepped in. Most of these situations involved the use of alcohol and took place at parties. Many students expressed the need for more training on how to act as a proactive bystander with one male graduate student stating, “One of the parts of the problem is how to determine there could be a sexual assault. There should be guidelines taught to us...so we know whether to intervene or not.”

Table 37. Bystander Behavior Summary Score: Mean (Standard Deviation)

	Bystander Behavior Score (# Intervening Behaviors/# Opportunities)	n
All	0.33 (0.44)	241
Graduate Students	0.32 (0.45)	46
Undergraduates	0.34 (0.44)	195

SOCIAL DESIRABILITY SCALE

The research team included a scale designed to measure respondents’ tendencies to provide socially desirable answers. Table 38 includes the results of this scale. This 16 item scale measured participants’ desire to skew their answers in order to place themselves in a more favorable light ($\alpha=.721$). This scale was adapted from a validated instrument³³ and contained dichotomized responses of “true” or false” to statements such as “I sometimes litter.” Scores are reported as means (out of 16) with higher scores indicating higher levels of students’ tendencies to provide socially desirable answers. The social desirability scores were not used in analyses for this report, but may be used as a control variable in future analyses.

Table 38. Social Desirability Scale

	Mean	Standard Deviation	Missing (%)
All (n=1,851)	10.49	3.16	22
Undergraduates (n=393)	9.91	3.59	20
Graduates (n=1,458)	10.66	3.01	23

SURVEY LIMITATIONS

The results of this study need to be interpreted within the context of several limitations. First, although a large number of students participated in the survey and the response rate was consistent with other online census surveys, many students did not participate, which might have introduced bias into the results. Additionally, chi-square analyses indicated that the demographics of the analytic sample were not perfectly statistically representative of the student population, although they were fairly similar in most categories. For the analyses, the full sample

³³ Stöber, J. (2001). The Social Desirability Scale-17 (SDS-17) Convergent Validity, Discriminant Validity, and Relationship with Age. *European Journal of Psychological Assessment*, 17(3), 222-232.

or subsample was used as the denominator, thereby including missing cases. This offered consistency across percentages, but missing responses also might have introduced bias.

Another limitation is that follow-up questions concerning sexual violence (e.g., the resources used by the student who had been victimized, if the student disclosed the sexual violence to anyone, to whom the disclosure was made, etc.) were only asked of students who reported a *completed* sexual assault. Those students who endorsed having experienced an attempted sexual assault were not asked any follow-up questions about the reported sexual violence.

Due to small sample sizes, particularly for graduate students who experienced an incident of sexual violence, some data presented within this report should be interpreted with caution. With only 15 graduate students included in the sample for the follow-up questions on sexual violence, all findings should be used judiciously and cautiously when generalizing to the larger graduate student population. Additional analyses were not included in this report due to small samples sizes. When such analyses were excluded from this report, the authors noted it within the body of the report.

Finally, there are also a number of ways that the wording of certain items can continue to be improved and refined. The *#WeSpeak* survey represents a tool that was revised from its initial use on the Rutgers–New Brunswick campus, and the VAWC researchers are continuing to seek ways to improve the survey. A number of researchers around the country are currently piloting ways to ask campus climate questions, including victimization questions and follow up questions. This collective knowledge will offer important suggestions for improving survey questions.

PART III: FOCUS GROUP FINDINGS

The focus groups were completed following the conclusion of the *#WeSpeak* survey as a way to gather more in-depth information about the issue of sexual violence. The focus groups were designed to address topics in coordination with the survey, as well as collect additional information from students about

- general thoughts regarding sexual assault and how the term is defined by students;
- perceived factors that contribute to sexual assault at Rutgers–Newark;
- perceived university and peer responsiveness;
- awareness of policies and resources regarding sexual assault on campus;
- willingness to intervene as a prosocial bystander in a potential situation of sexual assault; and
- awareness of the “We R the Ones” campaign

A total of nine focus groups were conducted with 39 participants. Students from both the general student body as well as specific subsets of the student population were invited to participate in the focus groups. Subsets of the student body included students in Greek life, student government representatives, on-campus residents, and lesbian, gay, bisexual and transgender (LGBT) students. Because these groups differ in their risk factors for both sexual violence victimization and perpetration, and specific groups of students might be under-represented in the survey sample, the research team felt it was important to hear from these students in the focus groups. In order to gain a variety of perspectives on the issue of sexual violence and the campus climate at Rutgers University–Newark, focus group recruitment required tailored efforts for various student groups on campus, that included attending organization meetings to discuss the focus groups, as well as sending out organization specific emails (see the [Appendix D](#) for detailed methods).

The findings in this section of the report are general, broad findings that were discovered across focus groups.

FOCUS GROUP PARTICIPANT DEMOGRAPHICS

Table 39 shows the type of focus groups conducted as well as the number of students who attended these groups. A majority of the students (87 percent) who participated were undergraduate students and approximately half of the participants (56 percent) were female. Other demographic characteristics of the student participants are found in Table 40.

Table 39. Focus Groups Types

	Type of Group	Gender	Number of Groups	Number of Students
1	Student Leaders	Female(1), Male(1)	2	7
2	Commuters	Female(1), Male(1)	2	9
3	LGBTQI	Mixed	1	4
4	On-campus Residents	Mixed	1	5
5	Graduate	Male	1	3

	Type of Group	Gender	Number of Groups	Number of Students
6	General Undergraduates	Female(1), Male(1)	2	11
	TOTAL		9	39

Table 40. Focus Group Participant Demographics

	(n=39)	
	n	%
Class		
Undergraduate	34	87
Graduate	5	13
Race		
African American	14	36
Asian American	8	21
White	6	16
American Indian/Alaska Native	NR	8
Other ³⁴	6	19
Gender Identity		
Man	15	39
Woman	22	56
Another	NR	5
Religiosity		
Very Important	8	21
Important	13	33
Moderately Important	6	15
Slightly Important	NR	5
Not Important	10	26
Student Organization Membership		
No	15	61*
Yes	24	38
Living Situation		
On-Campus	13	33
Off-Campus	26	67
Sexual Orientation		
100% Heterosexual/Straight	27	69
Not 100% Heterosexual/Straight	12	31
Disability Status		
No	37	95
Yes	NR	5

*Percentages in this column do not add up to 100 percent as they are rounded to the nearest percent.

NR: Not reported; cell size smaller than 5. The symbol “-” represents zero indicating no students affirmed that question. Cells that are empty represent a question not asked to the respondents in that cell.

RESULTS

Content analysis of the focus groups examined broad, overarching themes based on the questions asked within the focus group guide. For this analysis and summary report, the findings are

³⁴ “Other” includes students who selected “other” on the demographic form, as well as students who selected more than one race.

reported from all (n=9) of the focus groups held at Rutgers–Newark. The main findings are listed below and include the following areas:

- general sexual violence knowledge;
- perceived factors that contribute to sexual violence at Rutgers–Newark;
- perceived university responsiveness;
- perceived peer supportiveness;
- exposure to messages about sexual violence while attending Rutgers–Newark;
- bystander intervention; and
- awareness of the “We R the Ones” campaign.

General Sexual Violence Knowledge

While many focus group participants did provide varying definitions of “sexual assault,” most of the reported definitions were related to unwanted sexual contact, and many participants noted difficulties defining and understanding the complexities of “consent.” Many focus group students viewed sexual assault along a continuum of sexual violence in which hostile verbal remarks were viewed as part of sexual assault, in addition to physical acts. Some students in the focus groups had more difficulty, and noted their peers’ difficulty, defining consent, particularly when an individual does not clearly state the word, “no.” One female undergraduate student stated, “People don’t understand what consent means just because someone doesn’t use the word ‘no.’” Focus group participants also expressed the belief that students’ definitions of both sexual assault and consent can vary based on students’ different cultures and/or backgrounds. One male graduate student expressed this perception stating, “Basically being able to identify a sexual assault can be difficult, especially when people are from diverse backgrounds.”

The inability to define and fully understand the complexities of sexual assault and consent can lead to students’ inability to categorize experiences they have faced as sexual assault and seek the resources they need. A member of the LGB focus group voiced this concern stating, “I know people who have told me stories where they are uncertain of what it is—they went along with it but didn’t want it at first. Some people don’t know how to identify when they’ve been assaulted.” Another member of the LGB focus group echoed this concern stating, “I agree...they have a general idea that it’s not consenting but in what matter and what form. Like, ‘I didn’t want to do it but I didn’t say anything, where do I stand?’ It can turn into a debacle.” Students’ lack of understanding regarding consent emphasizes the need for education programs that provide clear definitions of sexual assault as well as all forms of consent and non-consent to students.

Focus group participants reported learning about sexual assault prior to college in their primary school education or through media (e.g. the television program *Law and Order: Special Victims Unit*). Some focus group participants indicated that they have received limited information about sexual violence from their families, with information that they have received focusing on risk reduction strategies and “what to watch out for.” Other focus group participants reported a lack of awareness and education about sexual assault prior to entering Rutgers–Newark. One female focus group undergraduate said,

In high school I never heard about sexual assault...We never talked about it. I feel like in high school they don’t really say that it happens because they feel like we’re still young and we shouldn’t really know yet about it.

Similarly, on the campus climate survey, slightly over half (56 percent) of all focus group participants who took the survey reported receiving some information or education about sexual assault before coming to campus.

Perceived Factors that Contribute to Sexual Violence at Rutgers–Newark

Alcohol and drug use were identified by students as main factors that they perceived as facilitating sexual violence among students. Focus group participants reported a connection between parties and drug and/or alcohol use and the occurrence of sexual assault. Many focus group participants noted that going to parties, drinking too much, wandering away from friends while at a party, or leaving any drinks unattended were all risk factors for sexual assault. One male on-campus resident stated, “A lot of time people are drinking when things [sexual assaults] like this happen. We should encourage people to drink responsibly and be more security conscious so you don’t get taken advantage of.” Another male student leader echoed this belief, noting, “I’ve realized certain practices [at parties]...guys have to drink beer, only girls can get the juice [with stronger alcohol] so that the girls get drunker. People systematically try to get people way too messed up.”

Some focus group participants also reported that their peers as well as the hookup culture on campus largely contribute to the occurrence of sexual assault. Focus group participants expressed the belief that their peers have a very casual attitude toward sex that influences both how often and the means by which students attempt to have sex. A male on-campus resident stated, “If none of your friends see [sexual assault] as a big deal, then in your mind it’s cool as well.”

On the campus climate survey, students were not asked about their perception of the causes of sexual violence, however a majority of assaults occurred when the victim and/or perpetrator were under the influence of drugs or alcohol.

Perceived University Responsiveness

Overall, focus group participants had mixed feelings about how the university responds to incidents of sexual assault. Some focus group participants reported a positive perception and others reported a negative perception of how the university has responded to sexual violence incidents. For example, some focus group participants felt that Rutgers–Newark does a good job of providing referrals to supportive services and adequate resources for victims, and has recently taken a proactive approach to addressing sexual assault. One female undergraduate stated, “Our school does a good job of providing referrals to resources in case you do need assistance.”

Many focus group participants, however, noted that access to resources on campus was limited. As one male student leader explained, on campus the available resources include, “just counseling services. It’s kind of sad because if you don’t like counseling then you are stuck. It seems that the services and resources available are minimal.” A couple of other focus group participants also addressed the hours of campus resources, with one female student leader

stating, “All of the more comforting resources are only open during the day, even though experiences happen often at night.”

Of the university reporting process at Rutgers—Newark, the focus group participants also had mixed opinions. Speaking on both the available resources and the reporting process, an LGB student said, “I think it can be better. The counseling center has really good resources. Beyond that, students aren’t sure how the reporting process works or where to go to report it.”

Perceived Peer Supportiveness

Many focus group students, including all of the participants in the LGB focus group, personally knew a victim of sexual assault on campus, and of the focus group students who reported that they knew a victim of sexual assault, many noted that those students received a negative reaction from peers when disclosing. A female student leader exemplified this by stating, “In the past I had experiences in which people say ‘Are you sure?’ and start blaming/questioning the victim.” Similarly, a male undergraduate student said that, “I know two people who were sexually assaulted. Both are male. One told his friends and they laughed at him and said ‘men don’t get raped.’”

Several focus group participants seemed to believe that this lack of peer support would cause survivors not to disclose to others because, as one resident student stated, “it’s kind of hard for people to open up about their personal experience. They fear you will judge them if they open up.” A student in the LGB focus group also noted their friends’ apprehension about disclosing to peers, stating, “I believe they were afraid people wouldn’t believe them.” One female student leader, however, explained that as a result of education that she had received regarding sexual violence, she has learned to be a more supportive friend, saying, “From what I’ve learned you don’t ask too many questions and don’t blame them. Let them share what they want.” The focus group discussions regarding peer supportiveness demonstrates the need for educating students on appropriate ways to provide support for victims of sexual violence.

Exposure to Messages about Sexual Violence While Attending Rutgers

Many focus group participants reported that during their studies at Rutgers–Newark, they had received at least some education about sexual assault. Focus group participants identified sources of sexual assault education on campus, with orientation and particularly the Unity Theatre performance most cited by participants. Focus group participants also mentioned the Health Promotion Division, *The Hunting Ground* screening, and courses as methods by which they most often became aware of the issue of sexual violence. Focus group participants often reported a desire to discuss sexual assault in their classes more frequently, with one female undergraduate student saying, “I wish I was learning more about sexual assault in my courses... [Professors] should talk about it in all classes so students know.”

Focus group participants also suggested that the campus have more tailored awareness programs for student organization members on campus. One male undergraduate suggested that, “organizations on campus hold meetings to discuss sexual assault and how to prevent it.” On the campus climate survey, more than half (56 percent) of the students involved in Greek life discussed sexual violence with their fraternity or sorority and one-fourth of student athletes have

discussed the issue with their coach. Only 23 percent of other student organization members, however, have discussed sexual violence with their organizations.

Some focus group participants did note that sexual violence education was not relevant to them, and was therefore ineffective, with one male commuter stating that, “it’s beneficial for those who have experienced [sexual assault] but for the majority of us who haven’t gone through it, we can’t really relate.”

In the focus groups, participants were also asked about what types of resources related to sexual violence that they knew existed on campus. Focus group participants frequently identified the counseling center at Blumenthal Hall, Health Services, and the Rutgers University Police Department (RUPD) as potential resources on campus, however when focus group students were asked what they would do if they or someone they knew experienced sexual violence, many students noted that they were not sure where they should go or where they should direct a peer to go. Similarly, on the campus climate survey, students were most aware of the counseling center and Health Services and Promotion, but students were less familiar with UNITY Theatre, Sexual Assault & Interpersonal Violence Services, and confidential victim advocates on campus.

Of the focus group participants who spoke about sexual assault policies, a majority were not aware of specific policies in regard to the issue. One male on-campus resident stated that if sexual assault occurs “students [don’t] know where to go to report it or how the reporting process works.”

Bystander Intervention

Many focus group participants discussed bystander intervention as a form of promising sexual violence prevention. When asked how Rutgers–Newark can prevent sexual violence, focus group participants suggested additional training programs, including increased bystander intervention trainings. Many focus group participants reported never acting as a helpful bystander while at Rutgers–Newark, but indicated they would be more willing to do so, particularly with the support of their friends. For those who did intervene, a person’s level of intoxication was often the main reason that participants reported “checking in” with a peer. For example, one male on-campus student reported seeing an intoxicated woman being escorted by a man and asked her, “Is everything alright? Do you need help? Are you sure?” The same focus group participant then noted, “I felt better knowing that I asked instead of just walking away.”

Focus group participants also noted barriers to acting as a bystander, including uncertainty about the situation, fear of personal safety, or concern about damaging friendships. One female undergraduate stated, “I’m sure many people have observed situations that have been questionable, but they may have felt that it wasn’t their place to try and control another adult friend.” Many participants expressed the need for more training on how to act as a proactive bystander in order to overcome such barriers with one male graduate student stating, “One of the parts of the problem is how to determine there could be a sexual assault. There should be guidelines taught to us...so we know whether to intervene or not.”

On the campus climate survey, only 33 percent of students reported intervening in a situation when presented with the opportunity to do so. However, a majority of students were willing to

intervene, prevent, or respond to sexual violence in the future as seen on the Bystander Attitude scale of the survey.

Focus group participants also expressed a desire to have increased sexual violence awareness programming on campus as another method of prevention. Focus group participants provided suggestions for Rutgers–Newark, which included hosting additional one time programs, such as bringing speakers to campus, as well as continued educational programs in addition to the education provided just at orientation. Participants viewed such increased awareness programs on campus as a means to, as one male on-campus student stated,

...create a culture that says that if this happens there will be consequences and people do have a space to go to and talk about it. It might change the frequency of sexual assault occurring.

Awareness of the “We R the Ones” Campaign

Focus group participants reported exposure to the “We R the Ones” campaign (an ongoing campaign at Rutgers–Newark that encourages students to be prosocial bystanders in order to create a healthy, safe community), but few were able to recall the main message of the campaign. As part of the focus groups, participants were asked if they remembered anything about the “We R the Ones” campaign. Most of the focus group participants remembered hearing about the campaign and reported receiving information about it through on-campus posters and emails, though some indicated that the content of the emails often gets overlooked. For example, one student from the LGB group stated, “I get all these emails but largely I ignore them, unless there’s a survey. Then I’ll participate.”

Although many focus group participants recalled hearing about “We R the Ones” campaign, the details of the campaign were less frequently recalled. Many focus group participants identified the campaign as a general awareness effort about sexual assault, associating it with the #WeSpeak campus climate survey, only a component of the ongoing “We R the Ones” campaign.

However, some focus group participants were able to identify the full scope of the campaign’s message, with a male undergraduate participant stating that the campaign aims, “to get people involved... [as] active bystanders to intervene somehow.”

Similarly, on the campus climate survey, a little less than half (40 percent) of all focus group participants were exposed to the campaign, with focus group participants reporting that the most common methods of exposure were an on-campus events and email, while only one in five focus group participants were able to identify the purpose of the campaign.

FOCUS GROUP LIMITATIONS

Although the findings of the focus groups are not generalizable beyond this sample, as no focus group results can be generalizable, focus groups can indicate trends and ideas for future exploration. The limitations of the focus groups include small sample sizes for some of the focus groups. Focus groups that contain too few participants might limit the quantity and diversity of experience that can be drawn upon.³⁵ In general, the recommended size for focus groups is five to eight participants.³⁶ While individual summaries have been presented for each focus group, the summaries provided for groups with less than five participants should be interpreted with particular caution when extending the results to larger segments of student populations. While many efforts were made to recruit larger numbers of students for each focus group, such as sending out multiple reminders and electronic announcements and handing out a \$20.00 cash incentive to students who participated in a focus group, certain difficulties posed an issue with participation numbers. Difficulties included students confirming, then not attending a scheduled group, cancelling right before the start of the group, and students' failure to respond to emails confirming an assigned group. Another limitation with the focus groups is that there might likely be limitations based on selectivity in the people who chose to participate in the focus groups.³⁷

While small focus group sizes and selectivity might challenge the generalizability of the results, the meaningfulness and insights generated from the groups due to the richness of the information collected should not be overlooked.³⁸

An additional limitation on Newark campus was that a sexual assault survivor group did not occur. Although several attempts were made to organize a sexual assault survivor group, there were issues that occurred that prevented the campus from recruiting students. Conducting a sexual assault survivor group in the future would be helpful to determine the specific needs of this population of students.

³⁵ Krueger, R. A. & Casey, M. A. (2000). *A practical guide for applied research* (3rd ed.) Thousand Oaks, CA: Sage Publications.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Newbury Park, CA: Sage Publications.

PART IV: CONCLUSION

A number of strengths were found in the analysis of the *#WeSpeak* campus climate assessment, while there were also areas identified that indicate gaps in the current institutional response. Strengths that emerged from the analysis of the *#WeSpeak* assessment include: students are confident that as an institution Rutgers–Newark will respond appropriately to sexual violence on campus; students want to learn more about the issue of campus sexual violence; and many students indicated that they intend to step in to prevent sexual violence from occurring. In addition to the many strengths identified in the assessments conducted in 2015-2016, the following areas for improvement emerged: many survivors of sexual violence do not access or use campus-based resources after experiencing unwanted sexual contact; students generally have low awareness of resources at Rutgers–Newark that address, prevent, and assist survivors of sexual violence; and students do not feel confident in their peers' responses to incidents of sexual violence. The strengths identified from analyses, however, provide Rutgers–Newark with a strong foundation upon which to build and move forward.

In addition to the identified strengths on campus, by proactively engaging in a comprehensive campus climate assessment, Rutgers–Newark has demonstrated a commitment to creating an environment where sexual violence is not tolerated, and including students' voices in this process. Additionally, the extensive involvement and support of the Newark administration and student body not only largely contributed to the completion of the campus climate assessments, but also further highlights Newark's campus-wide effort and solidarity in working to address and prevent campus sexual violence.

ACKNOWLEDGEMENTS

The research team thanks the many members of the Rutgers–Newark community who contributed to the campus climate assessment project. This report and the project as a whole are the result of the enthusiastic support and participation of administrators, faculty, staff, and students across Rutgers. This report is dedicated to all those who are survivors of sexual violence. We hope our efforts can help contribute to creating campus communities that are free of all forms of violence.

We would especially like to thank the following members of the Rutgers community who provided support to the project:

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FOR MORE INFORMATION

Details about the campus climate assessment can be found on the website of the Rutgers' Center on Violence Against Women and Children, at <http://vawc.rutgers.edu>.

Email the research team (Principal Investigator Sarah McMahon and research team members Julia Cusano and Julia O'Connor) at campusclimatestudy@ssw.rutgers.edu.

The research team at the Center on Violence Against Women and Children has compiled a resource for higher education institutions embarking on campus climate assessments. *Understanding and Responding to Campus Sexual Assault: A Guide for Colleges and Universities*

(<http://socialwork.rutgers.edu/CentersandPrograms/VAWC/researchevaluation/CampusClimateProject.aspx>) documents methodological issues for consideration, lessons learned, and recommendations across dimensions of the campus climate assessment process, including: fostering campus collaborations, conducting a resource audit, conducting a student survey, collecting qualitative data, and developing an action plan.

To speak confidentially with a trained advocate or counselor, contact the Sexual Assault Hotline 24 hours a day, 7 days a week at 973-353-4357(HELP) or visit Health Services Newark. Services are free and confidential to all members of the Rutgers community

For assistance outside of Rutgers, please visit the New Jersey Coalition Against Sexual Assault (<http://njcasa.org>) or the Rape, Abuse, and Incest National Network (<https://rainn.org>).

APPENDIX A: SURVEY METHODS

The survey instrument originally developed by the White House Task Force was adapted for use at Rutgers–New Brunswick and then further revised and tailored for Rutgers–Newark, with the extensive help of the Rutgers–Newark campus climate Advisory Board, comprised of key stakeholders across multiple departments on Newark’s campus. The survey tool was also piloted with a small group of students. For more information about the survey tool development, please visit The Center on Violence Against Women and Children website at: <https://socialwork.rutgers.edu/centers/center-violence-against-women-and-children/research-and-evaluation/understanding-and>. The questionnaire was finalized in Qualtrics, an online survey tool, and administered between February 8 and February 29, 2016. The survey was approved by the Rutgers University Institutional Review Board, and, before completing the survey, students were provided with an informed consent and the option to participate in the survey.

All students enrolled at Rutgers–Newark during the spring semester of 2016, including both undergraduates and graduates, were invited to participate in the survey. Students were notified about the survey through a broad outreach effort, including direct e-mails, a participatory social media campaign, printed advertisements, and tabling in the student center.

To incentivize participation, the research team awarded cash prizes to randomly selected students who completed the survey. Prizes ranged from \$50 to \$300; a total of \$3,000 was distributed. A tiered incentive structure was designed to encourage students to take the survey early in the administration period. Those who submitted surveys in the first three days were eligible to win the largest cash prizes. Additional drawings took place throughout the administration period, but the amount of each prize decreased at each drawing. The incentive structure was as follows:

- Five \$300 prizes awarded on February 10
- Ten \$100 prizes awarded on February 15
- Ten \$50 prizes awarded on February 29
- Twenty \$150 prizes awarded on February 29

Response

During the administration period, 2,263 of 11,345 eligible students (20 percent) accessed the survey. The largest single-day percentage of students (21 percent of the final sample) logged into the survey on the first day it was available.

The response rate continued to steadily increase over the course of the 22-day administration period, with one notable spike. On February 12, an alert appeared on each eligible student’s MyRutgers page, a personalized, web-based portal, reminding him or her to take the survey. This type of alert is sent infrequently, and students must click on such alerts to indicate acknowledgement and stop reminder emails. Following the MyRutgers alert on February 12, 18 percent of the final sample accessed the survey between February 12 and February 15.

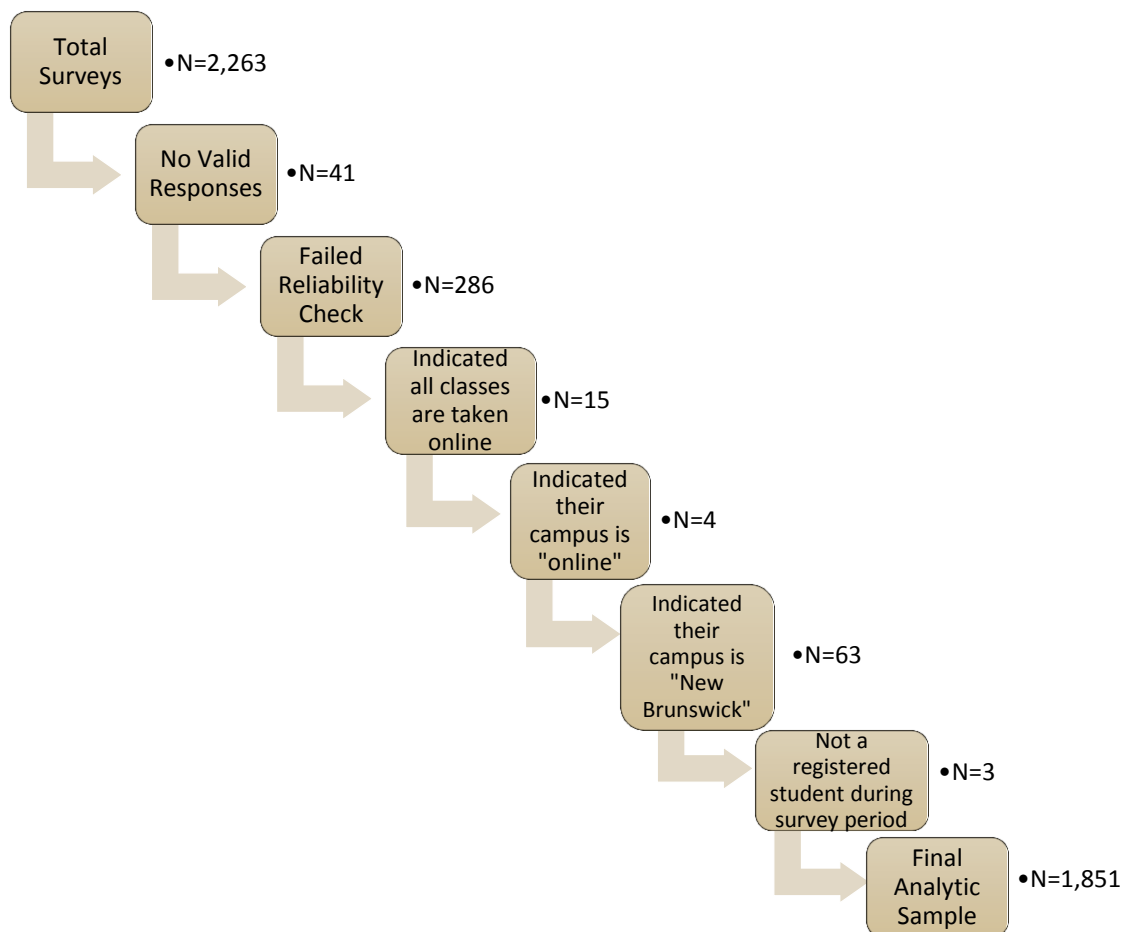
Lastly, in a final push to encourage students to respond to the survey, the administration period was extended for three days and additional drawings for \$150 cash prizes were added. Students

who had not yet completed the survey were notified through email. Five percent of the final sample participated during this extension.

Survey Exclusions

Of the 2,263 students who accessed the survey and provided their informed consent for participation, 412 cases were excluded from the final analytic sample. The largest number of excluded cases (286) were removed from the sample because they failed to correctly respond to a question designed to gauge whether respondents were checking answers without reading the survey items (“If you are still reading this survey, please check ‘Very Much True.’”). Respondents who logged into the online survey but declined to participate by providing no answer, account for 41 exclusions. The remaining cases were removed because students indicated that did not take the majority of their classes on the Newark campus (meaning that they took all of their classes online, cited “New Brunswick” or “online” as their primary campus, or were not registered students during the survey period).³⁹ Figure 1 illustrates the refinement of the analytic sample.

Figure 1. Refinement of Analytic Sample



³⁹ These students were sent the survey but administrative records indicate they were not registered students at the time of the survey administration.

APPENDIX B: DEFINITION OF UNWANTED SEXUAL CONTACT

Below is the text that appeared in the #WeSpeak Survey about the definition of unwanted sexual contact. The introductory text and definition below appear as they did to students on the survey.

This section asks about nonconsensual or unwanted sexual contact you may have experienced. The person who had the unwanted sexual contact with you could have been a stranger or someone you know, such as a family member or someone you were dating or going out with.

As a reminder, unwanted sexual contact may involve the following acts:⁴⁰

Unwanted touching of a sexual nature	Unwanted penetrative contact
<ul style="list-style-type: none">• Touching of an unwilling or non-consenting person's intimate parts (such as genitalia, groin, breast, buttocks, or mouth under or over a person's clothes).• Touching an unwilling person or non-consenting person with one's own intimate parts.• Forcing an unwilling or non-consenting person to touch another's intimate parts.• Kissing an unwilling or non-consenting person.	<ul style="list-style-type: none">• An unwilling or non-consenting person being made to penetrate someone else orally, anally, or vaginally with any object or body part.• Penetrating an unwilling or non-consenting person orally, anally, or vaginally with any object or body part.• Includes oral contact, which includes either of the following:<ul style="list-style-type: none">○ An unwilling or non-consenting person's mouth or tongue making contact with someone else's genitals.○ The mouth or tongue making contact with genitals of an unwilling or non-consenting person.

⁴⁰ Definition adapted from Rutgers University. (2015). [Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct](#).

APPENDIX C: SURVEY VICTIMIZATION QUESTIONS

Below are the questions that appeared in the #WeSpeak Survey regarding students' experiences of unwanted sexual contact. The instructions and questions below appear as they did to students on the #WeSpeak survey.

The following questions ask about the **MOST SERIOUS INCIDENT** of unwanted sexual contact that you may have experienced. This does not imply that other incidents you may have experienced are less serious.

1. Did you ever experience any form of unwanted sexual contact before coming to Rutgers?
 - Yes *CONTINUE TO QUESTION 1a then 1b.*
 - No *SKIP TO QUESTION 2*
 - a. How old were you when this occurred? If it occurred more than once, please respond for the **MOST SERIOUS INCIDENT**. _____
 - b. During this experience of unwanted sexual contact, which of the following happened? Check all that apply. If it occurred more than once, please respond for the **MOST SERIOUS INCIDENT**.
 - Unwanted touching of a sexual nature (see definition above)
 - Unwanted penetrative contact (includes oral, anal, vaginal) (see definition above)
 - Other (please specify): _____

The following questions below are about unwanted sexual contact that involved **force or threats of force** against you. This could include someone holding you down with their body weight, pinning your arms, hitting or kicking you, or threatening to use a weapon against you.

2. **Since coming to Rutgers**, has anyone had unwanted sexual contact with you by using physical force?
 - Yes *CONTINUE TO QUESTION 2a.*
 - No *SKIP TO QUESTION 3*
 - a. During this unwanted sexual contact, which of the following happened during the **MOST SERIOUS INCIDENT**? Check all that apply
 - Unwanted touching of a sexual nature (see definition above)
 - Unwanted penetrative contact (includes oral, anal, vaginal) (see definition above)
 - Other (please specify): _____
3. Since coming to Rutgers, has anyone had unwanted sexual contact with you by **coercing you or threatening** to use physical force?
 - Yes *CONTINUE TO QUESTION 3a.*
 - No *SKIP TO QUESTION 4*
 - a. During this unwanted sexual contact, which of the following happened during the **MOST SERIOUS INCIDENT**? Check all that apply
 - Unwanted touching of a sexual nature (see definition above)

- Unwanted penetrative contact (includes oral, anal, vaginal) (see definition above)
 - Other (please specify): _____
4. **Since coming to Rutgers**, has anyone attempted but not succeeded in having unwanted sexual contact with you **by using physical force against you**?
- Yes *CONTINUE TO QUESTION 4a.*
 - No *SKIP TO QUESTION 5*
 - a. During this unwanted sexual contact, which of the following happened during the **MOST SERIOUS INCIDENT**? Check all that apply
 - Unwanted touching of a sexual nature (see definition above)
 - Unwanted penetrative contact (includes oral, anal, vaginal) (see definition above)
 - Other (please specify): _____
5. **Since coming to Rutgers**, has anyone attempted but not succeeded in having unwanted sexual contact with you **by coercing you or threatening** to use physical force against you?
- Yes *CONTINUE TO QUESTION 5a.*
 - No *SKIP TO QUESTION 6*
 - a. During this unwanted sexual contact, which of the following happened during the **MOST SERIOUS INCIDENT**? Check all that apply
 - Unwanted touching of a sexual nature (see definition above)
 - Unwanted penetrative contact (includes oral, anal, vaginal) (see definition above)
 - Other (please specify): _____

The next set of questions ask about your experiences with unwanted sexual contact **while you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep**. These situations might include times that you voluntarily consumed alcohol or drugs and times that you were given alcohol or drugs without your knowledge or consent.

6. **Since coming to Rutgers**, has someone had sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk, incapacitated, or asleep? This question asks about incidents **you are certain** happened.
- Yes *CONTINUE TO QUESTION 6a.*
 - No *SKIP TO QUESTION 7*
 - a. During this unwanted sexual contact, which of the following happened during the **MOST SERIOUS INCIDENT**? Check all that apply
 - Unwanted touching of a sexual nature (see previously stated definition)
 - Unwanted penetrative contact (includes oral, anal, vaginal) (see previously stated definition)
 - Other (please specify): _____
7. **Since coming to Rutgers**, has someone had sexual contact with you when you were unable to provide consent or stop what was happening because you were passed out, drugged, drunk,

incapacitated, or asleep? This question asks about incidents **you think (but are not certain)** happened.

- Yes *CONTINUE TO QUESTION 7a.*
- No *SKIP TO QUESTION*
 - a. During this unwanted sexual contact, which of the following happened during the **MOST SERIOUS INCIDENT**? Check all that apply
 - Unwanted touching of a sexual nature (see previously stated definition)
 - Unwanted penetrative contact (includes oral, anal, vaginal) (see previously stated definition)
 - Other (please specify): _____

If respondent answered yes to questions 2, 3, 6, or 7, he/she was taken to a series of follow-up questions that asked about the incident details and their subsequent experience on campus.

APPENDIX D: FOCUS GROUP METHODS

In order to gain a variety of perspectives on the issue of sexual violence and the campus climate at Rutgers University–Newark, focus group recruitment required tailored efforts with various student groups on campus, which included attending organization meetings to discuss the focus groups as well as sending out organization specific emails. For general student recruitment, a mass email announcement was sent by the Rutgers–Newark Chancellor for Student Affairs. All students interested in participating in the focus groups were directed to an email address where they could sign up for a focus group by completing an IRB (Institutional Review Board) approved form. All participants who signed up for the general student focus groups were randomly assigned to a focus group.

The groups were one hour long and were conducted by two facilitators, ranging in size from three to six participants. All facilitators were hired by the Rutgers–Newark Office of Student Affairs and received training on reviewing informed consent with students, notetaking, answering students' questions regarding confidentiality and the informed consent, asking the questions outlined in the focus group guide, carrying out techniques for eliciting responses from students, and applying the protocol for distressed participants developed by the research team. The focus groups used semi-structured interviews based on a guide developed by the research team for a previous campus climate study.⁴¹

The guide started with a brief introduction, including a summary of the current study and detailed information about the consent form, disclosure, and confidentiality. To further protect participants' confidentiality, focus group participants were instructed to refrain from disclosing personal experiences, and instead instructed to talk about personal experiences as something that happened to a "friend." At the conclusion of each focus group, resources were made available to all students and students received a \$20.00 cash incentive. All materials used during the focus groups conducted on Rutgers–Newark campus, including the focus group guide, consent form, and distressed participants protocol, was submitted to the Institutional Review Board. The study was presented to students as voluntary and confidential and students were informed that they could leave the group at any time. Each focus group participant completed an informed consent prior to the start of each focus group.

Questions during the focus groups addressed the following broad topic areas: 1) General thoughts about sexual assault including how the term is defined by students; 2) Views on factors leading to the risk of sexual assault victimization and perpetration at Rutgers–Newark; 3) Knowledge of resources and policies for sexual violence on campus; 4) Students' willingness to serve as prosocial bystanders to help interrupt sexual violence; and 5) Students' impression of Rutgers–Newark's ongoing "We R the Ones" campaign⁴² on campus and general connection to the campus as a whole.

⁴¹ McMahan, S., O'Connor, J. & Cusano, J. (2016). *iSPEAK campus climate focus group guide*. Center on Violence Against Women and Children, School of Social Work. Rutgers, the State University of New Jersey: New Brunswick, NJ.

⁴² The "We R the Ones" campaign is an ongoing campaign at Rutgers–Newark that encourages students to be prosocial bystanders in order to create a healthy, safe community. Outreach efforts for the #WeSpeak survey were

All groups were audio-taped and one facilitator took detailed notes. Once all focus groups were conducted, a member of the research team listened to each focus group audio file, while cross-checking with the detailed notes taken during the group to check for accuracy and fill in students' responses. The project coordinator reviewed each set of focus group notes after they were cross-checked to review for accuracy. Over a two-month period, the research team analyzed the focus group data by using systematic coding processes.⁴³ The coding schemes were developed by VAWC researchers based on a similar previous study.⁴⁴ To ensure reliability, three of the nine focus group transcripts were doubled-coded. In order to double-code the focus groups, three transcripts were randomly selected and assigned to a second coder who independently coded the focus group. The project coordinator then reviewed both of the coded transcripts to ensure that the codes were similar. All coding was done in ATLAS.ti (version 7.5) coding software. Qualitative analysis allowed the researchers to group the codes into general themes.

built off of the “We R the Ones” campaign as the campaign already had a student following and student recognition on campus.

⁴³ Doody, O., Slevin, E., & Taggart, L. (2013). Focus group interviews. Part 3: analysis. *British Journal Of Nursing*, 22(5), 266-269.

⁴⁴ McMahon, S., Stepleton, K., Cusano, J. & O'Connor, J. (2016). *iSPEAK campus climate survey*. Center on Violence Against Women and Children, School of Social Work. Rutgers, the State University of New Jersey: New Brunswick, NJ.

